


# Language

FOR DAILY USE

GRADE

4



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# L A N G

By

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Published by

WORLD BOOK COMPANY

Yonkers-on-Hudson

New York



# J A G E

## FOR DAILY USE

GRADE

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Illustrated by  
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DM: LDU: FOUR-7

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# Unit One

## CITIZENS THEN AND NOW



### OUR FLAG SPEAKS

#### FLAGS

Flags of every size  
Float above our land,  
The great big one upon the pole  
And a small one in my hand.

The large flag speaks for liberty,  
But the little one does, too;  
And it doesn't matter if large or small  
If it's Red and White and Blue.

And it doesn't matter if large or small,  
The people will understand,  
Whether it waves from the steeple  
Or only from my hand.

ANNETTE WYNNE

## WHAT OUR FLAG SAYS TO YOU

Does an American flag float over your school or from a pole in the yard? What do you think it says to everybody? It says, "This is an American school. The children and teachers in this school are citizens of the United States of America."

The flag says other things, too. The poem on page 1 says it "speaks for liberty." Find the lines that say that. Read them aloud.

In the picture below, read what some boys and girls think the flag says to them.

I. Did each child express his thought in a good sentence? How does the first word in each sentence begin? What mark is at the end?

II. What does the flag say to you? Tell in *one sentence*. If your classmates like your sentence, write it on the blackboard. Begin and end it correctly.





## TELLING WHAT OUR FLAG MEANS

Each part of our flag stands for something. Do you know what the red color means? Fred said:

Red stands for courage. The red stripes say that the citizens of our country are brave.

Do you know why we have thirteen stripes in our flag? Joan gave this answer:

The first settlers in our land started thirteen colonies. These became the first states in the United States. The thirteen stripes stand for the first thirteen states.

Do you agree with what Fred and Joan said? Do you like the way they said it? Tell why.

I. How many sentences are in Fred's answer? Read it aloud. Show by your voice where each sentence ends.

II. How many sentences are in Joan's answer? Read it aloud. Show where each sentence ends.

III. See whether you can answer these questions:

1. What does the white in our flag stand for?
2. What does the blue stand for?
3. Why are there 48 stars in the flag?

If you answer a question, use good sentences. Try to answer in two or three sentences. Show by your voice where each sentence ends.

## DIFFERENT KINDS OF SENTENCES

You tell what you have to say in sentences. A sentence *expresses a complete thought*.

### Sentences that tell

A sentence that tells something is a *statement*. These sentences are statements:

1. Every country has a flag.
2. A good citizen honors his flag.

### Sentences that ask

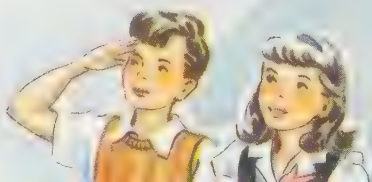
A sentence that asks something is a *question*. These sentences are questions:

1. Why do we call the flag *Old Glory*?
2. How many red stripes does our flag have?

### Sentences that command

A sentence that tells what to do is a *command*. These sentences are commands:

1. Salute the flag.
2. Stand straight while you salute.
3. Keep your eyes on the flag.



## WRITING SENTENCES

Do you remember how to write sentences? Here are some rules you should know.

### HOW TO WRITE A SENTENCE

1. Begin the first word with a capital letter.
2. Put a period after a statement and after a command.
3. Put a question mark after a question.

The period and the question mark are called *punctuation marks* (punc·tu·a'tion).

1. Copy each sentence. How will you begin the first word? Put the right mark at the end.

1. have you a flag in your schoolroom
2. each child in the parade carried a flag
3. say each word in the salute clearly

2. Study each group of words below. Say, "Do these words tell something, or ask a question, or give a command?" If they do, they are a sentence. Write each group that is a sentence.

1. We gave a program yesterday.
2. About the flag of our country.
3. Everyone had a good time.
4. The first and second grade children.
5. What did you like best?

## READING ABOUT OUR FLAG

Do you know any other facts about our flag? See how many of these questions you can answer:

1. What date is Flag Day? Why do we celebrate it?
2. What should you do when a flag in a parade passes you?
3. Why is the flag at your school taken down at sunset?
4. How should the flag be put away?
5. What other courtesies should we show our flag?

Every boy and girl should be able to answer these questions. If you cannot answer them, here are some ways to find the answers:

I. Look for flag stories in your reader and in storybooks or history books in your classroom. The table of contents will help you find such stories.

II. Ask two children to go to a public library and find a book about our flag. Here are three books they may look for:

*Salute the Flag*, by Etta May Smith

*Flags of America*, by Colonel W. H. Waldron

*Long May It Wave*, by Leslie Thomas

III. With your teacher, plan a time when you may all tell what you have read about our flag.



## SAYING WORDS CORRECTLY

As you talked about our flag, you must have used some of the words below. Did you say them correctly?

U·nit'ed States	gov'ern·ment	lib'er·ty
A·mer'i·ca	cit'i·zen	free'dom

Each word in the list is divided into parts, and each part is a *syllable*. This mark (') is an *accent mark*. It tells which syllable to say hardest.

Say each word after your teacher. Learn to say each syllable correctly and clearly.

### *Speech Practice*

1. Use each word in the list above in a good sentence. Ask the class whether you said the word clearly and correctly.

2. Practice saying the flag salute until you can say it well. Say each word clearly and correctly.

3. Here are three words in the flag salute. Say them after your teacher.

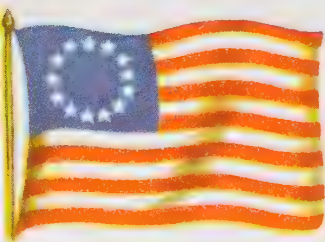
re·pub'lic	al·le'giance	in·di·vis'i·ble
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4. If you liked the poem on page 1, read it aloud. Try to make your voice show the meaning of each line. Ask your teacher and classmates whether you said each word clearly and correctly.

When you can read the poem well, read it to your mother or father.

## KEEPING SENTENCES APART

Ralph told this story about something he had read:



In our first flag there were thirteen stars and that was because there were only thirteen states and-a the stars were put in a circle and-er that meant the thirteen states stood together.

I. Ralph joined all his sentences with *and* or *and-a* or *and-er*. It is hard to follow his thoughts. Read Ralph's report aloud. Leave out the *and*'s. Show by your voice where each sentence ends.

Does that make it easier for you to understand the sentences?

II. Jane told this story:



One of our early flags was funny and-a it was a yellow flag and-er there was a big white snake on it and it meant that other countries should not try to rule us.

How many sentences did Jane mean to have? Read her story aloud. Show by your voice where each sentence should end.

III. When you tell the class about something you have read, keep your sentences apart.

## THE STORY OF A GREAT CITIZEN

In the old, old days, when two armies had a battle, a soldier at the front of each army carried his country's flag. If the flag-bearer fell in battle, a soldier near him caught the flag and carried it on. There was a saying among the soldiers, "The flag must never touch the ground." What did it mean?

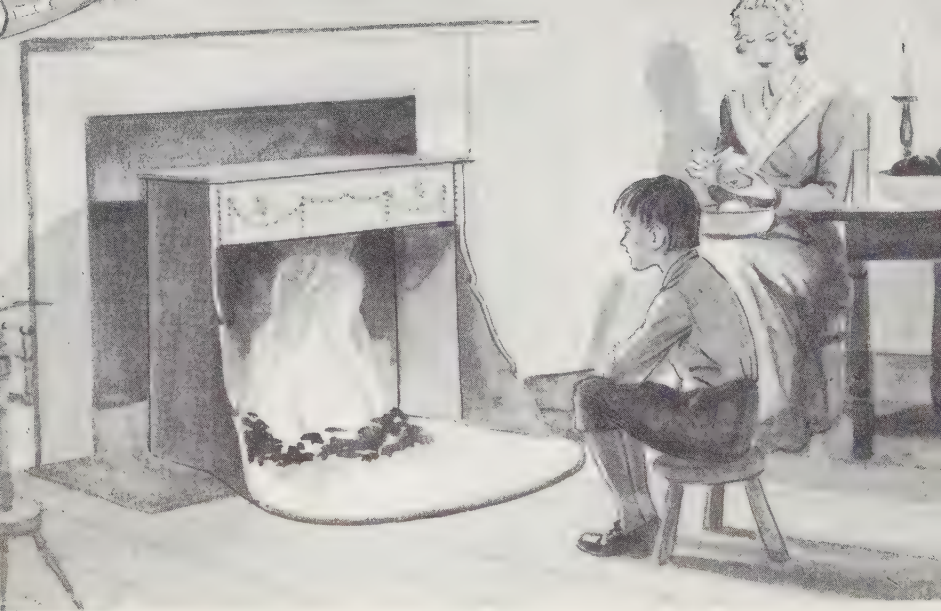
In time of peace, good citizens keep on "carrying the flag." How can they do that? Read what Benjamin Franklin did:

### A GREAT CITIZEN

Benjamin Franklin was a citizen flag-bearer. He was always saying to himself, "What can I do to help the people around me?"

The streets of Philadelphia were very dark at night. People had bad accidents. So Franklin invented a lamp to hang outside the front door of his house at night. He got other people to put lights at their front doors. By and by the city put lights on all the streets.





In Franklin's day, people heated their rooms by open fires. If a person sat near the fireplace, he was warm. But in other parts of the room it was cold and drafty. So Franklin thought of a way to keep people from shivering and from catching cold. He invented the first stove that was ever used in this country.

Very few people in Franklin's day could own books. This troubled Franklin, for he thought everyone should have books to read. So he let people borrow books from his own library. Then he asked his friends to put their books together in one place and let people borrow any book they wanted. Later on, the city of Philadelphia started a public library.

Many of Franklin's friends and neighbors lost their homes through fire. Franklin thought fires wasted property and were dangerous to people. So he got a number of men to start a volunteer fire company that would put out fires. It was the first fire company in Philadelphia.

People were afraid of lightning in those days. It set fire to their homes and barns, and sometimes killed people. Benjamin Franklin invented a lightning rod to protect barns and houses.

When our country was fighting its war for freedom, we were not a very big country. Our army was small. General Washington could not get enough food and clothes for his army. He could not get enough guns and cannons. Franklin went to France and talked to the French leaders. He told them how hard we were trying to be free. The French people decided to send us help. They sent Lafayette and an army over to help us.

I. In how many ways did Franklin help the people of his country? Do you think he was a citizen flag-bearer?

II. Choose one thing that Benjamin Franklin did. Read about it again. Then tell the class about it in four sentences. Make your voice show where each sentence ends. Speak each word clearly.





## FINDING STORIES IN BOOKS

Does your reader have a story about a great man or woman or a boy or girl who honored our flag? Are there readers or storybooks in your room that have such stories? Use the table of contents of a book to find out.

Here are some titles from a table of contents:

1. Daniel Boone, a Great Pioneer
2. Wilbur and Orville Wright
3. The First Steamboat
4. A Famous Flight
5. The Father of Our Country

I. Read the titles that tell you that the stories are about famous men of our country.

Which title gives you a hint that the story is about George Washington?

Which title hints that the story might tell about the man who invented the steamboat?

What famous fliers does the title "A Famous Flight" suggest to you?

When you read a table of contents, study each title. If you are not sure what a story is about, turn to the page and find out.

II. Find some stories of people who have done something to honor our flag. Choose the story you like best. Plan to tell the class about it. The next three pages will help you get ready.



M



V



L



O

## SPEAKING CLEARLY

Look at the pictures at the top of this page. The children are sounding the letters under the pictures. See how they hold their lips, their teeth, and their tongues to sound each letter.

I. Say these letters. Make your lips, teeth, and tongue help you say them clearly.

M V L O B S R F T D K N

II. When you tell your story, say each word clearly. Do not let your lips, teeth, and tongue be lazy. Make them do their work. The practice on the next page will help you.

## Speech Practice

1. Say each of these words aloud. Use your lips, teeth, and tongue to sound the beginning and end.

flag	brave	light	task	gold
fig	save	might	risk	bold
frog	gave	float	desk	fold

2. For a little fun, read each sentence aloud. Give your lips, teeth, and tongue good exercise.

1. The four frisky fellows fled from Frank.
2. Two tiny tots toddled toward Tom.
3. Ned and Ted led Fred to bed.
4. Jack and Dick took the thick black stick.

3. Sound the end of each word clearly:

ask	told	haven't
asked	won't	didn't

Sometimes these words have the word you after them. Always say you like the letter u. Do not say "yuh" or "ya." Say the following clearly:

ask you	won't you	didn't you
asked you	told you	haven't you

4. Be sure to say the last sound in *give* and *let*. Say these clearly:

give me (not "gimmy")      let me (not "lemmy")

Read these sentences:

1. Will you let me read that story?
2. Please give me the dictionary.

## TELLING YOUR STORY

Have you read about someone who honored his flag? Choose one thing to tell about him. Plan a good story. When you tell it, follow these rules.

### HOW TO TELL A STORY

1. Tell one important thing.
2. Make your story short and interesting.
3. Do not join your sentences with *and*'s.
4. Show by your voice where each sentence ends.
5. Say each word clearly.
6. Look right at your audience.

After you tell your story, ask your classmates to criticize it so that you may improve it.

## GIVING HELPFUL CRITICISM

When Anne told a story, Tom said, "You told a good story, Anne. But you talked so fast we could hardly understand you. You ought to pause a little after each sentence."

Anne said, "Thank you, Tom. I'll remember."

Do you think Tom gave his suggestion politely? Was Anne courteous?

When someone is telling his story, listen politely. When he finishes, think whether he followed the rules. If you can help him to improve, tell him politely.

## WHEN THE FLAG FLIES

On these days our flag flies on many buildings:

<i>Day</i>	<i>Date</i>	<i>Reason</i>
Fourth of July	July 4	Our country's birthday
Flag Day	June 14	Our flag's birthday

On the blackboard, make a list of holidays and special days that honor our country, our flag, and our great citizens. Begin with the ones above.

Why could you add Arbor Day and Labor Day to your list?

Each boy or girl who thinks of a special day may add it to the list. If you write a name, here is a rule to remember: Begin the name of a holiday or special day with a capital letter.

What other rules about capital letters must you also remember?





## *Practice with Capital Letters*

1. Write these names correctly:

washington's birthday	arbor day
thanksgiving day	flag day
fourth of july	labor day

2. Write these sentences correctly:

1. In some states arbor day comes in April.
2. We celebrate labor day to honor those who do our work.
3. May we give a play on lincoln's birthday?
4. On what date is memorial day?

3. Write the names of your three favorite holidays.

## *Practice with Sentences*

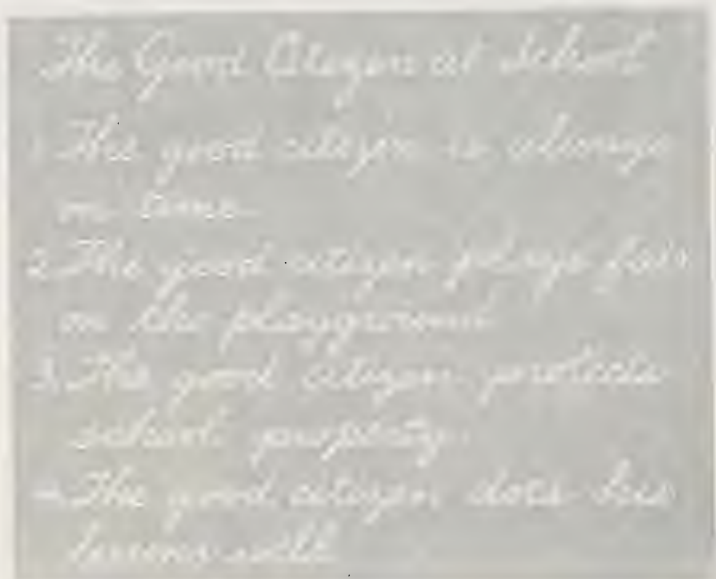
Read each group of words below. Some of them are sentences and some are not sentences. Copy the sentences. Begin and end each sentence correctly.

1. John J. Audubon was a lover of birds
2. He used to wander in the woods
3. To look for birds of all kinds
4. He painted fine pictures of birds
5. All the birds of America
6. Have you seen any of them
7. Over four hundred pictures
8. He taught people to love our birds
9. Do you think he was a good citizen

## MAKING RULES FOR GOOD CITIZENS

When a boy or girl is a good citizen, does he honor his flag wherever he may be?

How can you be a good citizen at school? On the blackboard, make a list of suggestions, like this.



What can you add? What can the good citizen do for a new pupil? How can he help in the classroom? Make each rule a statement that tells one thing.

When the list is finished, see whether each sentence begins and ends correctly.

Decide what to do with your "Good Citizen" rules. You might ask someone to make a neat copy of the rules and put it up for everyone to see.

## PLANNING A WRITTEN LESSON

Do you listen carefully when your teacher gives you a written lesson? Do you ask questions when you do not understand what she wishes you to do? If you do these things, you are a good citizen.

When you write a lesson, head your paper neatly. Ask your teacher how to head it.

Here is the heading that some classes use.

*Carl Wilson                      September 12, 19-*  
*Belmont School*

*Language*

When you finish a written lesson, check it before you hand it to your teacher. Ask the questions below.

### CHECK FOR A WRITTEN LESSON

1. Have I used the correct heading?
2. Did I skip a line before and after the title?
3. Did I leave good margins on all four sides?
4. Did I write as well as I can?
5. Did I follow the rules for capital letters?
6. Did I follow the rules for punctuation?
7. Did I spell every word correctly?

Use the rules on pages 30 and 31 when you check for questions 5 and 6.

### *Practice with Capital Letters*

Write these exercises. Then check your paper to see whether you followed the rules on page 30.

1. Write the following names correctly:  
thomas edison      john j. audubon      daniel boone
2. Write each sentence correctly:
  1. Next friday is halloween.
  2. Anne and i made a valentine for miss archer.
  3. we asked mr. morton to speak to us on columbus day.
  4. last year ruth lived in madison, kansas.
3. Write the names of three months. Beside each name, write its abbreviation.

### *Practice with Punctuation*

Write these exercises. Then check to see whether you remembered the rules on page 31.

1. Write these sentences. Put in the punctuation marks.
  1. When was George Washington born
  2. He was born on February 22 1732
  3. Benjamin Franklin lived in Philadelphia Pennsylvania
  4. My parents are Mr and Mrs T H Wells
2. Write the abbreviations of these names:  
Friday      September      Monday      January

## WRITING A PARAGRAPH

This is the way Ralph wrote a story about a great citizen.

*thomas edison was a great citizen  
do you know what he did he  
invented the first good electric bulb*

Ralph did not keep his sentences apart. Here is Ralph's story after he had checked it and corrected his mistakes.

*Thomas Edison was a great citizen.  
Do you know what he did? He  
invented the first good electric bulb.*

Is Ralph's story easier to read now? Why?

Ralph's story is a *paragraph*. Did Ralph *indent* his paragraph, or begin the first line a little way from the left margin?

When you write a paragraph, remember these rules.

### HOW TO WRITE A PARAGRAPH

1. Indent the first line.
2. Keep the sentences apart by using capital letters and punctuation marks.



## Practice with Paragraphs

1. Read Sam's paragraph. Then check it.

Yesterday Sam borrowed a book from our school library one of the pages was torn Sam got some mending tape from Miss Dent he used it to mend the page don't you think Sam is a good citizen

Now write Sam's paragraph correctly.

2. Read Jane's paragraph. Find the mistakes. Then write her paragraph correctly.

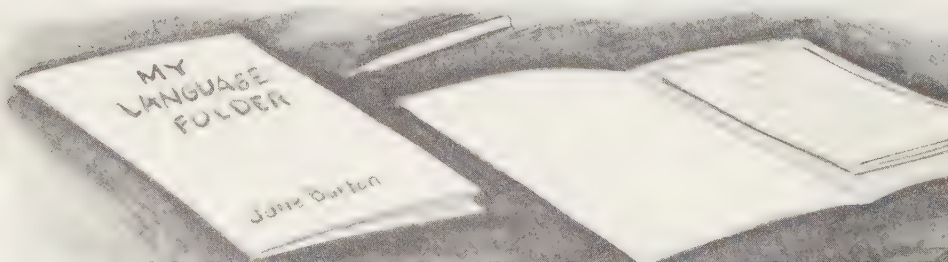
My father told me about the Wright brothers and they always wanted to fly and one day they made a machine that did fly and it was our first airplane.

3. Write a paragraph about a good citizen. Remember the rules on page 21. Check your paragraph.

## MAKING A LANGUAGE FOLDER

Plan a way to keep your best language papers. You may use a folder or a large envelope. Your teacher will help you to decide the best thing to have.

Each time you write a paper that you are proud of, put it in your Language Folder.



## USING WORDS CORRECTLY

When you talked about good citizens, did you use words correctly? Here are some words you learned about last year.

### Saw and Seen

Helping words like *has*, *have*, or *had* may be used with *seen*. Never use a helper with *saw*. Read:

1. *Have* you *seen* pictures of our early flag?
2. I *saw* them in my dictionary.

### Come and Came

You may use a helping word with *come*. Never use a helper with *came*. Read:

1. I *came* to school every day last month.
2. Joe *has* never *come* late to school.

### Brought

Never say “brung” for *brought*. Read:

James *has brought* a flag book.

### Practice

In each sentence are two words, like this: (seen, saw). Read the sentence aloud with the right word in it.

1. I (saw, seen) a scooter in a store window.
2. It was the best one I had ever (saw, seen).
3. Father (come, came) home early last night because it was my birthday.
4. He (brung, brought) me the scooter.

## THE GOOD CITIZEN IN PUBLIC PLACES

On your way to and from school, you have many chances to show that you are a good citizen. On which side of the sidewalk should you walk? Should you stand about or play on the sidewalk so that you block other people who are passing by?

In a bus or on a streetcar, should you push and shove to get a seat before others? Should you talk loudly or run through the aisle?

Should you throw paper, peanut shells, orange peel, and other trash in public parks or on the street?

I. Talk over these questions. The page opposite will suggest others. Then make a list of rules for good citizens. Each rule should be a command.

II. When you talked about good citizens, you had a *discussion*. Did you help make it a good discussion? Ask the following questions.

### QUESTIONS FOR CHECKING DISCUSSION

1. Did I speak only when I could be helpful?
2. Did I keep to the topic?
3. Did I let others have a chance to speak?
4. If I interrupted without meaning to, did I remember to say, "I'm sorry"?
5. Did I speak clearly enough for all to hear?
6. Did I listen courteously to others?



## GOOD CITIZENS THROUGH THE YEAR

As you talked about good citizens, you thought of many things you could do. The next thing is to make plans for doing them. Here are some suggestions:

1. What work in your classroom needs to be done? Good citizens will help to keep the room in order. Are the chairs to be set in order at the close of each day? What books or supplies must be put away? Are there window boxes or an aquarium to be cared for?

Talk over these questions with your teacher. Then choose a group of boys and girls for each job.

2. A good school citizen is present every day on time. Keep an attendance record each month. Each day that every pupil is present and on time, paste a little flag on the calendar.

3. Make posters to show what good citizens ought to do. First, draw a picture to show what bad habit you want to get rid of, or what good habit you want to help build. Second, think of a good short rule or slogan to print under the picture. Print it neatly.

4. Have a flag program. Give talks about famous citizens. Sing our national song and give the flag salute. From one of the flag stories you read, make up a play. Or, make up a play about how boys and girls can be good citizens.





## HOW WELL DO YOU REMEMBER?



These tests will show you how well you remember what you learned or reviewed in Unit I. If you make a mistake in any test, turn to pages 28 and 29 and take the practice with the same Roman number.

TEST I. Write each sentence correctly:

1. do you know your state flag
2. we take our flag down at sunset
3. always show respect for our flag

TEST II. Two of these groups of words are sentences and two are not. Write the sentences.

1. Franklin thought everyone should read books.
2. Very few books to read.
3. No public library in Philadelphia.
4. He let people borrow his books.

TEST III. Write this paragraph correctly:

John Paul Jones was captain of the *Ranger* and it was the first ship to fly the Stars and Stripes and that was on July 4, 1777 and the flag was made by some women in Portsmouth, New Hampshire.

TEST IV. Check this paragraph from Bob's letter. Then write it correctly.

this year i am going to the dale school the first day of school was the monday after labor day our teacher is miss scott

## IF YOU NEED HELP

PRACTICE I. A. Turn to pages 4 and 5 and read about the sentence.

B. Write each sentence. Think what kind of sentence it is. Put the right mark at the end.

1. Did you find a flag story
2. Tell us the title of the story
3. Where did you find it
4. I found it in my reader

PRACTICE II. A. Remember: *A sentence expresses a complete thought.* If a group of words does not express a complete thought, it is not a sentence.

Three of these groups of words are sentences and three are not. Write the three sentences correctly.

1. where is the fire-alarm box
2. a red box on the telephone pole
3. the firemen come when the alarm rings
4. three big red fire trucks
5. a long hook and ladder truck
6. the firemen are very brave men

B. Change each group of words around to make a sentence. Write the sentence correctly.

1. built — I — a — yesterday — sailboat
2. two — boat — long — feet — the — was
3. sails — put — I — two — it — on
4. then — pond — sailed — on — it — I — the
5. blew — across — wind — pond — the — it — the

PRACTICE III. A. Turn to page 21. Read about the paragraph. Remember the rules.

B. Write this paragraph correctly:

Our flag was the first flag ever placed at the North Pole and it was placed there by Robert E. Peary on April 6, 1909, and he and his men suffered many hardships.

C. Write a paragraph of no more than four sentences about something you did today. Be sure to check it before you give it to your teacher. See whether you followed the rules on page 21.

PRACTICE IV. A. Write these sentences correctly:

1. the law about our flag was passed june 14 1777
2. the home of orville wright is in dayton ohio
3. will washington's birthday come on friday this year

B. Write these names correctly:

mr paul c curtis      mrs l h may      miss floyd

C. Write the name and abbreviation of:

the second month	the day after Monday
the ninth month	the day before Friday

D. Now check your paper. For each capital letter, find the right rule on page 30. For each punctuation mark, find the right rule on page 31.



## RULES FOR CAPITAL LETTERS

1. Begin the names of the following with capital letters:

a *person*: Mary Ann Wilson

Mr. James E. Stout

a *day* and its *abbreviation*: Sunday Sun.

a *month* and its *abbreviation*: October Oct.

a *holiday* or *special day*: Fourth of July  
New Year's Day

a *city*: Charleston

a *state*: North Dakota

a *street, avenue, or road*: Warren Street  
Dale Avenue

a *school*: Seven Oaks School  
Wayne Township School

2. Begin the first word in a sentence with a capital letter.

3. Use a capital letter for the word *I*.

4. Begin the first word in the greeting and the closing of a letter with a capital letter:

Dear Jane,

Yours truly,

5. Begin the first word and each important word in a title with a capital letter:

Aladdin and the Wonderful Lamp

# Unit Two

## AS THE SEASON CHANGES



### READING A MYTH

As you watch the leaves turning from their summer green to the red and gold of fall, do you ever wonder why the season changes? The early people, too, used to wonder. Since no one could explain this change to them, they made up stories about it. Such a made-up story is called a *myth*.

On the next pages you will read a Roman myth. As you read, you will find these names. Learn now to pronounce them and what they mean.

Ce'res (see'reez), goddess of growing things

Pro-ser'pi-na (pro-sir'pin-nah), her daughter

Plu'to (ploo'toe), god of darkness

A-pol'lo, god of the sun

Ju'pi-ter, king of all gods

Mer'cu-ry, messenger of the gods

pome'gran-ate (pom'gran-it), a kind of fruit

After some words, you find helps in pronouncing. Between marks ( ) called *parentheses*, the word is spelled a different way to show how to say it.





## PROSERPINA

In the kingdom of the gods, Ceres was the goddess of all growing things. Trees and plants, crops and flowers sprang up at her command. The grain from the fields and the fruit of the trees were the gifts of Ceres to man.

Ceres had a daughter, Proserpina. She was a beautiful maiden with sunny hair. Ceres gave to her daughter the task of caring for the flowers. So Proserpina spent her days in the fragrant meadows, flitting from flower to flower, while Ceres traveled far and wide, caring for the fields and orchards.

One day, when Proserpina was tending her flowers, she heard a deep rumbling. Then a hillside near her opened up. Out of the yawning cavern thundered a great golden chariot drawn by four coal-black horses. In the chariot sat a man dressed in rich garments, with a crown of sparkling diamonds on his

head. It was Pluto, god of the kingdom of darkness beneath the earth.

When Pluto saw the sunny-haired maiden, he seized her and placed her on the seat beside him. Then the rumbling chariot rolled back into the cavern in the hillside, and the earth closed up again.

Ceres came home at sunset, but nowhere could she find her lovely daughter. Then she put on a long black cloak and wandered in search of Proserpina. But no one could tell her where the child was.

As day after day passed, Ceres was filled with sorrow, and all nature shared her grief. Trees bowed their branches and dropped their withered leaves. Fields of grain grew brown and bare. Flowers in the meadows and gardens faded, and the air grew cold.

At last Ceres came to Apollo, the sun god. "Tell me," she begged. "Have you seen my Proserpina?"

"Yes," said Apollo. "I can tell you where she is. As I was driving my sun chariot across the heavens, I saw Pluto snatch her up and take her to his kingdom below the earth. But, never fear! Pluto has a splendid palace, and he will treat Proserpina kindly."



"But my child will not be happy in his gloomy palace. She must have bright sunshine and gay flowers," answered Ceres. "Will you try to rescue my daughter?"

"I must go about my business," said Apollo, "or the whole world will be in darkness. Besides, I always carry golden sunbeams, and Pluto would not let me come into his dismal kingdom."

So Ceres wandered on and on. She forgot her trees and crops. Farmers begged her to command their fields to grow. Children cried for their flower friends.

At last Jupiter, king of the gods, decided that something must be done. He said, "I will send my messenger, Mercury, to Pluto. If Proserpina has eaten no food in his palace, Pluto must give her up."

When Mercury found Proserpina, he asked, "Have you eaten any food since entering Pluto's kingdom?"

"Yes," she said. "I ate six pomegranate seeds."

When Jupiter heard of this, he said, "Proserpina may come back to earth for six months each year. But the other six months she must live with Pluto."



Mercury led Proserpina back to earth; and as she walked, fresh green leaves appeared on the trees and flowers pushed up from the earth about her feet. The sun shone brightly, and the frosty air grew warm. The earth became green again, and gay with flowers. For six months all growing things rejoiced with Ceres. Fruits and grains grew in plenty, and people everywhere were filled with happiness. But when Proserpina left the earth for her six months' stay in the dark kingdom, Ceres again grieved and the earth grew bare and brown.

And this is the reason, the early people said, that we have six months of warm weather and six months of winter each year.

I. Do you like this story? Would you like to tell it to someone else? Get ready by making a list of the parts of the story on the blackboard, like this.

- I. Who Ceres and Proserpina were*
- II. Proserpina tending the flowers*
- III. How Pluto stole Proserpina*

Add the other steps.

II. Practice telling the story in class. Let a different girl or boy tell each step.

III. Plan to play the story of Proserpina. Choose different actors for each part of the story. Each actor must make up the conversation for the character he is playing.

## USING ATE AND EATEN

In telling or acting the story of Proserpina, you must use the words *ate* and *eaten*. Read these sentences:

1. *Have* you *eaten* any food in this kingdom?
2. I *ate* six pomegranate seeds.

Remember to use helping words such as *have*, *has*, *had*, *is*, *are*, *was*, and *were*, with *eaten*.

Never use a helper with *ate*. Never say "et."

### Practice

1. Read these sentences aloud. Put in *ate* or *eaten*.
  1. The birds *have* \_\_\_?\_\_\_ the crumbs.
  2. Who \_\_\_?\_\_\_ my apple?
  3. The nuts *were* all \_\_\_?\_\_\_ by the squirrels.
  4. I \_\_\_?\_\_\_ cereal for breakfast.
  5. *Had* the mouse \_\_\_?\_\_\_ the cheese?
  6. My puppy *has* \_\_\_?\_\_\_ his supper.
2. Write this paragraph. Put *ate* or *eaten* in place of the blanks. (Remember to indent the first line and to keep the sentences apart.)

At twelve o'clock we \_\_\_?\_\_\_ our lunch. After we had \_\_\_?\_\_\_ our sandwiches, we \_\_\_?\_\_\_ apples and doughnuts. We gave the squirrels what was left. They \_\_\_?\_\_\_ up every crumb.



## DESCRIBING WORDS

You read about Proserpina's *sunny* hair. Tell what kind of hair the word *sunny* made you see.

When you read of the *rumbling* chariot, what sound did you hear?

When a word describes how something looks, or sounds, or smells, we may call it a *describing word*. *Sunny* and *rumbling* are describing words.

I. In the story of Proserpina, find a describing word for each of these things:

<u>   ?</u> meadows	<u>   ?</u> horses	<u>   ?</u> diamonds
<u>   ?</u> cavern	<u>   ?</u> garments	<u>   ?</u> maiden

II. Find other describing words in the story. Tell what they describe.

III. When you tell the story of Proserpina, try to use some describing words. They will help your audience to see pictures and hear sounds.

### Practice

1. Give a describing word to help someone *see* —

<u>   ?</u> squirrel	<u>   ?</u> leaves	<u>   ?</u> puppy
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2. Give a describing word to help someone *hear* —

<u>   ?</u> squirrel	<u>   ?</u> leaves	<u>   ?</u> puppy
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3. Give a describing word to help someone *feel* —

<u>   ?</u> day	<u>   ?</u> kitten	<u>   ?</u> wind
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## READING OTHER MYTHS

There are other myths about the changes that early people saw in the fall. Look for them in your reader, in storybooks, and in books of Indian myths. Here are the titles of some myths you might look for:

Why the Autumn Leaves Are Red

Why the Birds Fly South

Why the Snow Is White

Why the Evergreen Keeps Its Leaves

Why the Bear Sleeps All Winter

Why the Rabbit Winters in a Hollow Tree

I. When you find a myth you like, plan to tell it to your class. First, read it several times. Then make a list of the steps of the story. Try to remember them in order. Practice telling the story until you can tell it from memory. Remember these suggestions.

### HOW TO TELL A STORY

1. Tell the steps of the story in order.
2. Use good describing words.
3. Do not join your sentences with *and*'s.
4. Pronounce each word correctly and clearly.
5. Try to make your audience enjoy the story.

II. Listen closely as each child tells his story. If he tells it well, tell him so. If you can help him to improve his story, give him polite suggestions.

## USING GOOD AND WELL

After Anne had told a myth, two of the children said:

1. That was a *good story*, Anne.
2. You used some *good words* in your story.

Do you see that *good* is used to describe something, like a *good story* or *good words*? You may speak of *good fun*, *good apples*, or a *good joke*.

Some other children said:

3. You *told* your myth *well*, Anne.
4. You *stood well* while you told your story.

In sentences 3 and 4, you can see that *well* is used to tell how some action is done. You can say:

1. Bob *reads well*.
2. Susan *writes well*.
3. Jane *sings well*.
4. Joe *speaks well*.

Learn to use the words *good* and *well* correctly.

### Practice

Read each sentence aloud correctly. Use either *good* or *well*.

1. Jerry told a    ?    joke.
2. He told it very    ?   .
3. The children had a    ?    laugh.
4. Tom is a    ?    actor.
5. He spoke his part    ?   .
6. Bob made a    ?    safety poster.
7. He draws very    ?   .



## FINDING A WORD IN THE DICTIONARY

When you read more myths, you may find some words you do not know. How can you learn what they mean and how to pronounce them? The best way is to use the dictionary.

The dictionary is a very long alphabetical list of words. Can you easily find in your own dictionary words that you do not know?

I. Think of your dictionary in three parts — a *front* part, a *middle*, and a *back* part. With your thumbs, divide your dictionary into three even parts. Then hold up the middle part and let the first and third parts lie on your desk. You will have the parts about right if the middle part begins with an *F* page and the back part begins with a *Q* page.

II. In the front part are words beginning with *a*, *b*, *c*, *d*, and *e*. Would you find *eel* in this part? *clap*? *ant*? *deer*? *basket*? Which would come first — *deer* or *basket*? *clap* or *eel*? *eel* or *ant*? *deer* or *clap*?

III. In the middle part are words beginning with *f*, *g*, *h*, *i*, *j*, *k*, *l*, *m*, *n*, *o*, and *p*. Name some words you will find in the middle part.

IV. Will you find the word *myth* in the middle part? Suppose you opened to a page where the words begin with *k*. To find *myth*, would you turn pages toward the back of the book or toward the front?

Does *myth* come before or after *island*? Which comes first — *kingdom* or *harbor*? *flea* or *judge*?

V. In the back part are words beginning with the letters from *q* through *z*. Name these letters.

Will you find *robin* in the back part? *soldier*? *quart*? *prince*? *victory*? *major*?

Does *salmon* come before *quite*? Does *welcome* come after *voyage*? Does *yawn* come before *trick*?

### Practice

1. Learn the letters in the three parts of the dictionary:

<i>Front</i>	<i>Middle</i>	<i>Back</i>
ABCDE	FGHIJKLMNOP	QRSTUVWXYZ

2. Write the three headings: *Front*, *Middle*, *Back*.

The words listed below are the names of different kinds of boats. Think in which part of the dictionary you will find each word. Write it under the right heading. See how quickly you can do this.

sampan	caravel	dory
frigate	sloop	galley
catboat	umiak	kayak
yawl	lugger	junk
galleon	ketch	schooner

3. If you like to hunt words in the dictionary, find each word on your list. Read about each kind of boat and look at the picture, if there is one.





## SEEING PICTURES IN POEMS

Gay-colored leaves are one of the first signs of fall. Your teacher will read the poem below. See whether you enjoy the fallen leaves as the poet does.

### AUTUMN WOODS

I like the woods  
In autumn  
When dry leaves hide the ground,  
When the trees are bare  
And the wind sweeps by  
With a lonesome rushing sound.

I can rustle the leaves  
In autumn,  
And I can make a bed  
In the thick dry leaves  
That have fallen  
From the bare trees  
Overhead.

JAMES S. TIPPETT

I. Find two describing words that make you hear the sound of the wind. Make that sound.

Which word makes you hear the sound that dry leaves make when you walk through them?

Find a word that describes how the trees look.

II. Find two pairs of rhyming words in the poem.



These stanzas tell about another sign of fall. As your teacher reads them, listen to find out what it is.

### AUTUMN FIRES

In the other gardens  
And all up the vale,  
From the autumn bonfires  
See the smoke trail.

Pleasant summer over  
And the summer flowers,  
The red fire blazes,  
The gray smoke towers.

Two stanzas from the poem by  
ROBERT LOUIS STEVENSON

I. Have you seen any bonfires this fall? Tell about them. How did the fire look? Did you like the smell of the burning leaves?

II. Which word in the poem makes you see the color of the fire? Which word gives you a picture of what the fire does? Do *red* and *blazes* give you a picture of the flames?

III. Read two lines that tell how the smoke goes up. What does smoke do when it trails? when it towers? Which word makes you see the color of the smoke? What do *gray* and *trail* make you see?

IV. Name two pairs of rhyming words.

## MORE WORD PICTURES

One morning, you may look out of the window and see the sign of fall that this stanza tells about:

Jacky Frost, Jacky Frost  
Came in the night,  
Left the meadows that he crossed  
All gleaming white,  
Painted with his silver brush  
Every windowpane,  
Kissed the leaves and made them blush,  
Blush and blush again.

One stanza from a poem by  
LAURA E. RICHARDS

I. Which words make you see the meadows after Jacky Frost's visit? Which word makes you see Jacky's paintbrush? Tell how the leaves looked.

Maybe you have heard the cricket chirp his good-by to summer. This stanza tells about it:

### SPLINTER

The voice of the last cricket  
across the first frost  
is one kind of good-by.  
It is so thin a splinter of singing.

CARL SANDBURG

II. Read the line that tells the sound of a cricket's voice. Make a sound like that.

## WRITING A MYTH OR A POEM

I. What signs of the coming of winter have you seen or heard? Think of changes in the plant world and in the animal world. Think of what people do to get ready for winter. Make three lists of signs you have seen. Head them *Animal World*, *Plant World*, and *What People Do*.

II. If you like, write a poem about one sign that you listed. Use words that will make others see and hear what you saw and heard. (Begin the first word in each line of your poem with a capital letter.)

III. Perhaps you would rather write a myth about one of the changes you have listed. Imagine what could cause the change. Make up a story about it. Use good describing words. Here are some hints:

1. The fairies plan a party. They invite the brownies to paint the leaves. They do not invite the North Wind to the party. What happens?

2. The sun god falls in love with a beautiful maiden. She will not marry him. He is angry, and he turns away from the earth. The earth grows cold. What happens?

Before you write your story, turn to pages 5 and 21 and read about how to write sentences and paragraphs.

IV. Plan a time when you may all read aloud the poems or myths you have written.



## KEEPING A DIARY

Would you like to keep a fall diary of the changes you see? Here is part of Henry's diary:

*October 2.* From my window I watched two chipmunks gathering acorns. How busy they were! They popped in and out of a hole in our stone wall, storing the acorns for winter. What a big storehouse they must have! I wish I could see it.

*October 8.* After school Mother and I drove to Uncle Bob's farm. On the way we passed a farm where the men were sawing logs for winter firewood. Uncle Bob was putting up a snow fence along the road.

I. What signs of the season did Henry see? Did you have these signs on your list?

II. Begin a class diary today. Each day, plan a paragraph about some new sign that someone has seen. Your teacher or a classmate may write it on the blackboard. Later, have someone make a copy of the paragraph. Put all the pages in a folder. On the cover, print a title such as "Our Fall Diary."



## USING AN EXCLAMATION POINT

In the first paragraph of Henry's diary, he wrote these sentences:

1. How busy they 'were!
2. What a big storehouse they must have!

Both of these sentences show surprise. That is why Henry put an *exclamation point* at the end. Read the two sentences aloud. Make your voice show surprise. Do they help to make Henry's paragraph interesting?

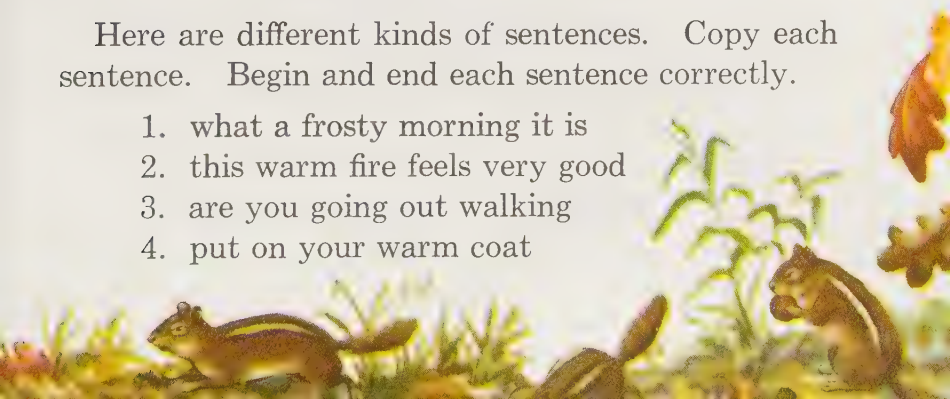
Put an exclamation point at the end of a sentence that shows strong feeling.

When you write a paragraph, try to use different kinds of sentences. Most of your sentences may be statements. But your paragraph will be more interesting if you can put in a question, a command, or a sentence that shows strong feeling, like surprise.

### *Practice with Sentences*

Here are different kinds of sentences. Copy each sentence. Begin and end each sentence correctly.

1. what a frosty morning it is
2. this warm fire feels very good
3. are you going out walking
4. put on your warm coat



## NEW WAYS TO USE CAPITAL LETTERS

Here is one of Henry's sentences:

After school *Mother* and I drove to *Uncle Bob's* farm.

When you write about *Mother* or *Father*, begin these words with capital letters unless you put *my* or *our* before them. Study these sentences:

1. I asked *Father* to help me.  
I asked my father to help me.
2. Tell *Mother* I have gone to school.  
Tell my mother I have gone to school.
3. I bought a ball for *Baby*.  
I bought a ball for our baby.

Henry began *Uncle* with a capital letter. When you write a title before a name, begin the title with a capital letter. Read these sentences:

1. Have you a letter from *Aunt Ellen*?
2. Tomorrow *Cousin Bill* is coming.

### *Practice with Capital Letters*

Write this paragraph correctly:

october 29. Yesterday father and I went nutting with uncle Bill and cousin Joe. We took home a bushel of walnuts for mother and aunt Ruth. They wanted to use some for fruitcake. We made baby happy by taking him some pine cones.

## Reviewing Correct Words

In telling myths and in talking about fall changes, try to use correct words. Here are some to review:

### Went and Gone

Use a helping word with *gone*, but not with *went*. Read these sentences:

1. The North Wind *went* roaring through the land.
2. Where *have* the flowers *gone*?

### Ran and Run

When you talk about time that is past, always use *ran*. Read this sentence:

The hare and the fox *ran* a race.

You may use a helping word with *run*. *Ran* does not need a helper. Read these sentences:

1. The messenger *ran* like the wind.
2. "Why *have* you *run* so fast?" asked the King.

## Practice

Read each sentence aloud. Put in the right word.

1. Have the birds (gone, went) south?
2. After the chipmunk had filled his cheeks with nuts, he (ran, run) to his nest.
3. The bear has (went, gone) to sleep in his cave.
4. My tame squirrel has (ran, run) away.
5. Joe and Tim have (gone, went) nutting.

## READING TO FIND OUT

Would you like to know more about how animals get ready for winter? Here is a story from a science book. It tells about two of your animal friends.

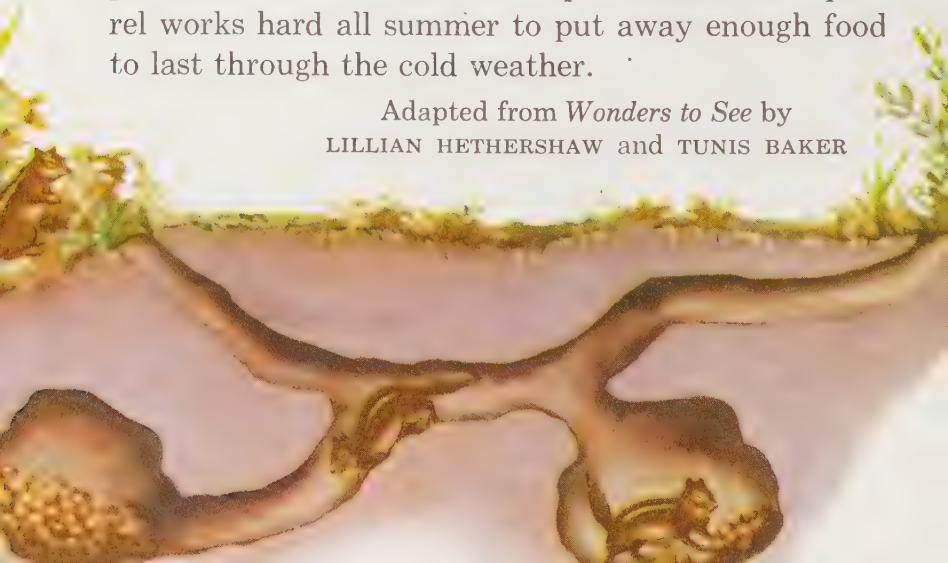
### ANIMAL FOOD GATHERERS

Perhaps you have seen a chipmunk running about very busily, storing away his winter supply of food. Inside the chipmunk's cheeks are pockets. They are the little animal's market baskets. In them he carries any food that he wishes to put away in his winter storeroom.

The chipmunk's pantries are in its home under the ground. They are so deep that the frost cannot get to them. The food cannot freeze.

In a hole in the trunk of a tree, you may find a squirrel's pantry. In it you will see a pile of nuts, pine cones, or other food that squirrels like. A squirrel works hard all summer to put away enough food to last through the cold weather.

Adapted from *Wonders to See* by  
LILLIAN HETHERSHAW and TUNIS BAKER



## FINDING PARAGRAPH TOPICS

I. How many paragraphs has the story? How can you tell?

II. Read the first sentence of the first paragraph. It hints that the paragraph is about *how the chipmunk gathers food*. Does each sentence in this paragraph tell about this topic?

The first sentence in a paragraph often gives a hint of the *topic*, or main thought of the paragraph.

III. Read the first sentence in the second paragraph. Tell the topic of the paragraph.

IV. Find out the topic of the third paragraph.

## MAKING AN OUTLINE

When you wish to remember what you read, make an *outline*, or list of the paragraph topics, like this:

### Animal Food Gatherers

I. How the chipmunk gathers food

II. The chipmunk's pantry

III. The squirrel's pantry

I. Is the title the same as the story title?

II. How are the topics numbered? What mark is after each Roman number? How does the first word in each topic begin?

III. Read the story again. Then cover the page. See whether you can tell the story from the outline.

An illustration at the top of the page shows several animals, likely bears or seals, curled up and hibernating in a snowy or icy environment. They are positioned along the top edge of the page, with some partially visible and others more prominent.

## Practice in Outlining

When colder days come, many animals curl up in their homes for their winter sleep. When animals sleep all winter, we say they *hibernate* (hi'ber-nate).

1. Read this story from a science book:

### HOW SOME ANIMALS HIBERNATE

In a dark corner of your attic, you may find some bats having their winter sleep. They hang head downward from the roof beams, just as they sleep in the daytime. Sometimes bats hibernate in hollow trees or caves.

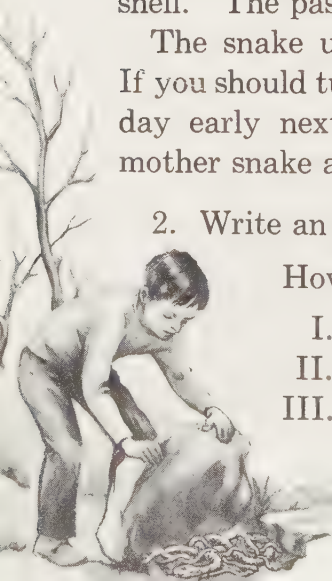
The snail hibernates in a hole in the ground. When cold weather comes, it draws its body into its shell. Then it makes a paste and seals the opening of the shell. The paste hardens and forms a tight door.

The snake usually hibernates under a big stone. If you should turn over a big stone in the woods some day early next spring, you might find under it a mother snake and her babies.

2. Write an outline of the story above, like this:

### How Some Animals Hibernate

- I. How the   ?   hibernates
- II. How the   ?   hibernates
- III. How the   ?   hibernates





## READING MORE STORIES

As the days grow colder, the woods and fields grow silent. Some of the insects change their forms to go to sleep in winter nests. Many birds *migrate* (my'-grate), or fly South. You have read about some animals that hibernate, or sleep all winter.

Stories that tell how birds and animals get ready for winter and how they spend the winter are very interesting. Would you like to read more of them?

I. First, make a list of questions you wish to ask, like these: How do animals that sleep all winter get along without food? How do they keep from freezing? Which animals do not hibernate?

II. Next, look in your readers, science books, and other books in your room, for stories that will answer your questions. Choose several children to find books at the public library. Here are some they might look for:

*Animals Round the Year*, by Glenn Blough

*Animals Through the Year*, by Margaret Waring Buck

*Wonders to See*, by Lillian Hethershaw and Tunis Baker

*Garden Creatures*, by Eleanor King and W. Pessells

*Toads and Frogs*, by Bertha M. Parker

*Prairie Neighbors* and *Forest Neighbors*, by Edith M.

Patch and C. L. Fenton

*Animal Travels*, by Bertha M. Parker and Thomas Park

*World of Insects*, by Margaret Powers

## USING THE DICTIONARY

In a story James was reading, he found a new word, *cocoon*. So he took out his dictionary and looked for the word. This is what he did:

1. James turned to the first part of his dictionary and found the first page of words beginning with *c*. He saw the word *cage* at the top in heavy black print. So he knew the words on that page began with *ca*. Would he find *cocoon* on the page? Why not?

2. He turned more pages and looked at the two *guide words* at the top. He saw words beginning with *ce*, *ch*, *ci*, and *cl*. How did James know that he would not find *cocoon* on any of these pages?

3. Then he came to a page where the two guide words began with *coa*. But he knew a word beginning with *coc* would not be there. Why not? So he turned a page and found the guide words *cock* and *cod*. Then he looked down the columns of words and found *cocoon*. How did he know *cocoon* would come after *cock* and before *cod*?

4. Find the word *cocoon* in your dictionary. Learn to pronounce it. Read what it means.

When you look for a word in the dictionary, let the *guide words* guide you to the word you want. They tell you the first and last words on any page. You will often have to look past the first letter in the guide words to find a word you are looking for.

## Practice with Alphabetical Order

1. Write these words in alphabetical order. Look at the second letter in each word.

chickadee   cuckoo   catbird   cowbird   crow

2. Name these words in alphabetical order. Look at the third letter.

migrate   midwinter   miracles   miles

3. Make an alphabetical list of these words. Look at the fourth letter.

frost   froze   frog   frolic   frown

## USING AN INDEX

Turn to page 271 of this book. There you will find the *index*. It is an alphabetical list of all the topics in this book. Find the words beginning with *i*, and look for the topic *Index*. Do you see after it the page number 57? Does page 57 of this book tell you something about an index?

Find the words beginning with *o* and look for the topic *Outlines*. On which pages can you find something about the outline?

Bob found this topic in the index of his science book: *Hibernating animals*, 85–93. On how many pages could Bob read about hibernating animals?

When he looked for facts about beavers, Bob found: *Beavers*, 84, 96, 188. On how many pages could Bob find facts about beavers?

## REPORTING WHAT YOU READ

After you have read some interesting stories about animals, it will be fun to tell the class what you have read. Plan a time when you may all give reports about what you have read.

Here is the report that James made:

### HOW COLD-BLOODED ANIMALS HIBERNATE

Frogs and toads hibernate all winter. When a frog or toad is ready to go to sleep, he digs down deep into the mud. He uses his hind legs to dig with, and he pushes himself down backward into the hole as he digs. If you should dig up a frog during the winter, you would think he was dead. You couldn't see him breathe, but he is alive. When warm weather comes, he wakes up and digs his way out of the hole.

The turtle hibernates if he lives where the winters are cold. He does not dig a hole. He just pushes himself down into soft mud or wet sand. Then he pulls his head and legs inside his shell and sleeps as long as it is cold.

Earthworms bore down deep into the earth to get below the place where the earth freezes. There they sleep all winter, hidden away under the ground.

I. Why is James's report interesting?

II. Did James finish telling about one creature before he started telling about the next one? Would you say that James told his facts in good order?

III. James did not mix up his facts because he made an outline when he planned his report. On the blackboard, write the outline you think James made. Have one topic for each paragraph.

IV. To plan your report, make an outline of your topics. When you give your report, the outline will help you keep your facts in order.

## GIVING YOUR REPORT

Do you enjoy a report if you cannot hear half the sentences? if the speaker looks down at the floor or out of the window? if he forgets what he wishes to say?

If you wish your audience to enjoy your report, remember to do these things.

### HOW TO GIVE A REPORT

1. Stand straight and on both feet.
2. Look into the faces of your audience.
3. Speak loudly and distinctly.
4. Be interested in what you are telling.
5. Tell your facts in order.
6. Know your facts so well that you do not have to pause.

## Practice with Topics

1. Read Beth's report. Then write the outline you think she made.

### OTHER WAYS TO GET READY

Some animals prepare for winter by putting on heavier coats of fur. Did you ever notice that your dog or cat puts on thicker fur in fall? The deer, the fox, the rabbit, and other animals run about all winter because they have warmer coats. Some animals that hibernate put on thicker fur, too.

A few animals put on extra layers of fat. All summer the bear and the ground hog eat more food than they need. The extra food turns to fat. The fat feeds their bodies while they hibernate. Isn't this a lazy way of preparing for winter?

2. In Jerry's report the topic of one paragraph was *how beavers store up food*. Read his paragraph. Find one sentence that does not keep to the topic.

Beavers store up a great deal of food. They gnaw off the trunks and branches of young trees. They pile them up at the edge of the pond near their house. In winter they swim under the ice and nibble the bark off the branches. Once I saw some beavers building their house.



## USING DICTIONARY HELPS

In his science book, George read about a *gopher*. He could not pronounce the word. So he found it in his dictionary. This is what he read:

**go'pher** (go'fer). A burrowing animal that is the size of a large rat and has pouches in its cheeks, outside its mouth.



The word in heavy print is divided into syllables, and the accent mark tells which syllable to say with more force. The word in parentheses gives more help in pronouncing.

How does the picture help you?

I. Here are some other words you may have found as you did the work of this unit. Find each word in your dictionary. Learn to pronounce it. Read the meaning and look at the picture if there is one.

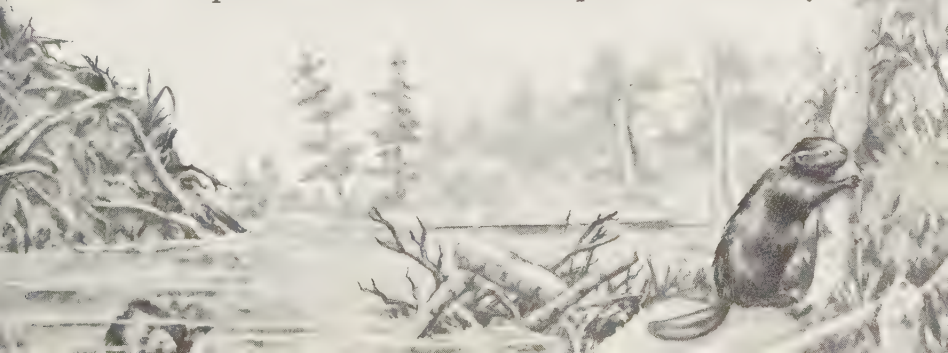
woodchuck  
weasel

salamander  
pomegranate

chariot  
beaver

II. See what you can find in your dictionary about these Roman gods and goddesses:

Ceres      Apollo      Pluto      Proserpina      Mercury



## MAKING YOUR OWN DICTIONARY

When you read myths and stories, start a collection of the new words you find. Make a little dictionary of your own. Here are the directions:

1. Take a new notebook. On the front cover, print a title like one of these: *My Own Dictionary*, *My Word Storehouse*, or *New Words to Use*.

2. At the top of the first page print the letter *A*; at the top of the second page, the letter *B*; and so on.

3. When you find a new word, write and use it on the correct page of your dictionary, like this.

*temperature: The temperature in  
our room is 68°.*

*thermometer: The thermometer tells  
the temperature.*

4. In doing the work of this unit, you learned a number of new words. Were these among them? Put them in your dictionary.

migrate	burrow	cocoon	dormant
hibernate	pouch	chrysalis	climate

5. Look over the words in your little dictionary often. Try to remember to use some of the new words you have added to your word storehouse in your everyday speech and writing.

## SHARING WHAT YOU HAVE LEARNED

If you have had good times reading and talking about fall changes, wouldn't you like to share them with others? Here are some suggestions:

I. Plan a play about the changing season. You might call it "How Winter Came to the Deep Woods." The characters might be animals, birds, insects, trees, and flowers. How does each one prepare for winter? How does each one go to sleep?

Make up an interesting story. Then divide it into scenes. Choose your characters and make up the conversation. Practice giving the play.

II. Plan a program for the school assembly. One group might act the story of Proserpina or the play you have made up. Another could give reports. Still others could read or recite poems about the change of season. Practice so that you can really entertain your audience.

III. Start a class book of poems about the seasons. When you find a poem you like, copy it neatly and correctly. Draw a picture for the poem. Put in the best poems written by boys and girls in your class.





HOW WELL  
DO YOU REMEMBER?



If you make mistakes in any test, look at page 65.  
Take the practice with the same number as the test.

TEST I. Write this paragraph. Put *ate* or *eaten* in place of each blank.

Have you    ?    your breakfast? I    ?     
mine at eight o'clock. Father had    ?    his  
breakfast before I got up.

TEST II. Write the following outline correctly:

bird migration

- I why birds migrate
- II what routes they follow
- III where they go

TEST III. Make an alphabetical list of these words:

store      shelter      sleep      squirrel      snow

TEST IV. Write each sentence correctly:

1. Last week I went to visit uncle bob.
2. He took cousin jack and me fishing.
3. Today I am going fishing with father.

TEST V. Write each sentence. Put in *good* or *well*.

1. Jay told his story    ?   .
2. It was a    ?    story.
3. Ruth wrote a    ?    poem.
4. She read it very    ?   .

## IF YOU NEED HELP

PRACTICE I. A. On page 38 read about *ate* and *eaten*.

B. Write each sentence, using the right word:

1. Who (ate, et) my candy?
2. Goldilocks had (eaten, ate) all the porridge.
3. We (et, ate) our picnic lunch in the woods.
4. Was the cheese (ate, eaten) by the mice?

PRACTICE II. A. Study the outline on page 53.  
Look for capital letters and periods.

B. Make an outline of James's report on page 58.

PRACTICE III. A. Look at these words:

bonfire          burrow          bear          bat

They all begin with *b*. Why should *ba* (bat) come first? Why should *be* (bear) come next? Which should be third — *bo* (bonfire) or *bu* (burrow)?

B. Make an alphabetical list of these words:

autumn          asleep          acorn          animal

PRACTICE IV. A. Review the lesson on page 50.

B. Write each sentence correctly:

1. Did mother invite cousin Tom?
2. Please give baby his ball.
3. Yes, mother, I will give it to him.

PRACTICE V. A. Review the lesson on page 41.

B. Write one sentence with *good* and one with *well*.





Books for Boys and Books for Girls

Books for Boys and Girls

ANIMAL

the THREE  
COURT

Parent

10



# Unit Three

## MAKING BOOK FRIENDS



### A CONVERSATION ABOUT BOOKS

"I've been reading a dandy book," said Tom.

"Why do you like it, Tom?" asked Ellen.

"Oh, it's as good as taking an airplane ride! Maybe you didn't guess it, but for the last half hour I've traveled eight hundred miles on an airliner," said Tom.

The children all laughed.

"What is that exciting book?" asked Joe.

"Its title is '*Board the Airliner*,'" answered Tom.

"It was written by J. J. Floherty."

"Thank you," said Joe. "I think I'll read that book next."

"I've been visiting a new friend of mine," said Sue.

"She's a Swiss girl by the name of Heidi. I've never been in Switzerland before, and it's fun to find out about Swiss ways."

"Have you read *Moni the Goat-Boy?*" asked Jerry. "That's another book by the author who wrote *Heidi*."

"No, Jerry," said Sue. "I'm glad you told me about it. If it's as good as *Heidi*, I will surely read it."

"I like animal books," said Bob. "The one I'm reading is about a baby squirrel. But there are a good many other animals, too, for he lived in a great forest."

"I like animal books, too, and I'd like to read that book," said Billy. "What's its title and who wrote it? Did you get the book at the library?"

"Its title is *Ekorn*, and its author is Haakon Lie," answered Bob. "The book belongs to me, and I'm going to put it in our classroom library when I finish it."

"That's fine!" said Billy. "Then I'll have a chance to read it."

I. Do you think the children enjoyed their conversation about books they were reading? What makes you think they did?

II. How many children took part in the conversation? Did each one say something interesting?

III. Did anyone interrupt, or speak when someone else was speaking? If you happen to interrupt someone without meaning to, be sure to say "I'm sorry, Jane," or "Excuse me, Joe."

IV. Name the children who showed their interest by asking questions. Why are questions a good way to keep a conversation going?

V. Tell how some of the children showed courtesy. Is being a good listener one way to show courtesy to the person who is speaking?

VI. Taking only your fair share of the time is another way to show courtesy in a conversation. Did anyone talk so long that others did not have a chance to speak?

VII. Perhaps you would like to have a conversation about the good books you are reading. If you would, your teacher will plan a time for it.

When you have your conversation, remember to follow these rules.

#### HOW TO HOLD A CONVERSATION

1. Have something interesting to tell.
2. Speak clearly so that everyone may hear what you say.
3. Take only your fair share of time.
4. Listen politely when others are speaking.
5. Do not interrupt anyone.
6. Show your interest by asking questions.



## CHILDREN'S BOOK WEEK

Do you know about Children's Book Week? Boys and girls in schools all over our country celebrate it. Ask your teacher to tell you when it comes.

A good way to celebrate Children's Book Week is to start a classroom library, or to improve the one you have. The picture above shows how one class arranged their library.

I. What do you like about the library in the picture? Is it in a light, cheery corner? Are the books neatly arranged? Why are there labels on the shelves? Do you think the children made the bookcases? Why is a bulletin board useful? Do you think the children enjoy the low reading table and chairs? Why did they put flowers and a plant in their library?



II. If you have a library corner, think how you can improve it. If you haven't, would you like to make plans for one?

Make a list of the things you would like to do for your library.

III. Talk over ways for doing the things you listed. How can you get or make bookcases? How can you get more books? Will the public library lend you some? How can a bulletin board be made?

IV. Choose a committee for each kind of work to be done, and name the *chairman*, or leader, of each committee. Each chairman should make a list of his committee members and put it up where everyone may see it.

## SPEAKING CORRECTLY

When you talk over plans, remember not to use "got" when it is not needed. See the difference between the sentences in each pair:

*Not good:* We haven't got many books.

*Better:* We haven't many books.

*Not good:* Have we got any flower bowls?

*Better:* Have we any flower bowls?

## Practice in Conversation

1. Choose three children to act the parts of three boys and read this conversation:

*Dick.* What is the best book you ever read, Joe?

*Joe.* Oh, I don't know.

*Bill.* What book were you reading this morning?

*Joe.* I forget the title.

*Dick.* Well, what was it about, Joe?

*Joe.* Oh, about two boys.

*Bill.* What did they do? Were they having fun?

*Joe.* Oh, they did a lot of things.

Now answer each of the questions below by saying *yes* or *no*. Then explain your answer.

1. Did Joe try to make the conversation interesting?
2. Did Dick and Bill try to help Joe think of something interesting to say?
3. Do you enjoy a conversation with a person like Joe? Give your reason.

2. Choose four children. Ask them to have a conversation about one of these topics:

Why I enjoy animal books

My favorite book

The book I am reading now

Why I like to go to the library

3. When the children finish, tell them whether they followed the rules on page 69.



## USING WROTE AND WRITTEN

In your conversations about the books you are reading, be sure to use *wrote* and *written* correctly.

Read these sentences aloud. Notice which word, *wrote* or *written*, has a helping word.

1. Who *wrote* the book called *The Story of Doctor Dolittle*?
2. It *was written* by Hugh Lofting.
3. These fairy tales *were written* by Hans Christian Andersen.
4. He *has written* many other fairy tales.

Did you see that *written* needs a helping word?

*Wrote* does not need a helper. Remember: Never use *has*, *have*, *had*, *was*, or *were* with *wrote*.

### Practice

1. Read each sentence aloud. Put in either *wrote* or *written*.

1. Elizabeth Enright    ?    *Thimble Summer*.
2. Which book *was*    ?    by Grace Moon?
3. Who    ?    your favorite book?
4. George Macdonald *has*    ?    many tales.
5. Were these tales    ?    by Grimm?

2. Write a sentence telling the name of the author of a favorite book. Use *wrote* in your sentence.

3. Write a question asking someone about a letter. Use *written* in your question.

## GIVING A BOOK REPORT

When you visit Grandmother's farm, or see a good motion picture, or build an airplane model, don't you like to tell someone else about your good time? It is fun to exchange stories about good books, too.

George told his class about the best book he had read during the summer. Here is his report:

This summer I read a book that was as good as a real visit to a farm. It was about Tom and Bill, who spent the summer on their grandfather's farm.

Some funny things happened to them. One day when they were playing in the hayloft, the hired man dumped new hay on them and buried them alive. The first time Bill tried to milk old Sookie, she kicked the bucket of milk all over him.

If you want to read about fun on a farm, read *Farm on the Hill*. It was written by Madeline D. Horn.



I. Why did George tell what the book was about? How did he make you feel that the book was a good one? Why did he tell the title of the book and the name of its author?

II. Plan a time when you may all report on the good books you have read. Some classes have a Book Club which meets every Friday afternoon. Would you like to have a Book Club? If you would, plan it now.

When you give a book report at a club meeting, remember to do these things.

#### HOW TO GIVE A BOOK REPORT

1. Tell what the book is about.
2. Tell one or two funny or exciting parts.
3. Give the title and the author of the book.
4. Speak each word clearly and correctly.

Your classmates may judge your report by these rules.



## CHOOSING LIBRARY OFFICERS

In a good library there is work to do. Someone must keep the book records. Someone must see that the books are always arranged correctly on the shelves. The reading table must be kept in neat order. There must be rules for using the books.

How can the class take care of such work? One way is to choose, or *elect*, a librarian and an assistant librarian. These officers can choose committees to help them with the work.

First choose a class chairman. The chairman will ask the class to name some girls and boys who would be good officers. As the names are given, have someone write them on the blackboard. Then the class may vote on the names. The boys or girls with the most votes will be the librarian and the assistant.



## ARRANGING YOUR LIBRARY BOOKS

How are books arranged in the children's room in a public library? Have you noticed that the books of one kind are put on one shelf or one set of shelves? The shelves are labeled to show the kinds of books on them. That makes it easy for anyone to find a book.

Would it help if the books in your library were arranged in the same way?

I. Your librarian may ask the class to find out the different kinds of books you have. Perhaps you will find books on these subjects:

Animals	History	Famous People
Travel	Adventure	Fairy Tales
Poetry	Nature	Other Lands

How will you find out what subject a book is about? Tell several things you might do.

II. Choose a committee to print labels for the shelves, like these:

ANIMALS

FAMOUS PEOPLE

III. Tell on which shelf you would place each of these books if you were asked to help:

*At the Zoo*

*How We Travel*

*Early Days in Ohio*

*Nature Secrets*

*Mopsa, the Fairy*

*The Mexican Twins*

*True Story of Christopher Columbus*



## Practice with Alphabetical Order

When the books of one kind are placed on a shelf, in what order should they stand? Notice how books are placed in a library. They are arranged in alphabetical order by the authors' last names.

Suppose you had nine books to put on the *History* shelf, and that these were the names of the authors:

Faris	Carr	Lansing	Pratt
Everson	Bass	Tappan	Darby

The first book at the left should be the one written by *Bass*. Why? Why should the next be the one written by *Carr*? Which should be the third? the fourth? Tell the order of the rest of the books.

## USING CAN AND MAY

Bob asked, "*May* I make some labels?"

Miss Burns answered, "Yes, you *may* help the committee. You *can* print very well."

Bob used *may* when he asked permission. Miss Burns used *may* when she gave Bob permission. She used *can* when she told of something Bob is able to do.

Use *may* when you *ask* or *give permission*. Use *can* when you talk of what someone is *able to do*.

Tell whether to use *can* or *may* in these sentences:

1.   ?   I count the votes, Miss Burns?
2. Yes, you   ?  , Tim.
3.   ?   you find the right shelf for this book?





## SHOWING PICTURES IN A BOOK

At a meeting of the Book Club, Ellen told about a book she had read. This is what she said:

The cover shows that this book is all about an airplane trip. Inside the front cover is this map. Do you see where San Francisco is? The China Clipper started here and flew all across the Pacific Ocean to Hong Kong. This white line across the map shows the trip.

Here is a picture of Jane and Peter, the children who took the trip. They traveled without their parents. You can imagine they had a good time.

The book is called *Flight of the Silver Bird*. The authors are Ruth and Latrobe Carroll.

Why do you like Ellen's way of telling about her book? Do you think that showing its pictures is a good way to let others know what a book is about?

## WRITING A LETTER

A class at the Maple Hill School wrote a letter to the public library. Read their letter on the next page.

I. Can you name the five parts of their letter? Point to each of these parts:

1. the *heading*
2. the *greeting*
3. the *body* of the letter
4. the *closing*
5. the *signature* (sig'na·ture), or name.

II. What four things does the heading tell?

III. The body of the letter is a paragraph, and the first line is indented. Does each sentence express a whole thought? Does it begin and end right? When there are several paragraphs in a letter, the first line of each paragraph should be indented.

Did the children give their message clearly? Is the letter courteous?

IV. Give a reason for using each capital letter and each punctuation mark in the children's letter. Pages 30 and 31 will help you if you forget.

V. Are there good margins on all four sides of the letter? Is the bottom margin wider than the top margin?

Maple Hill School  
Wildwood, Ohio  
September 21, 19-

Dear Miss Wren,

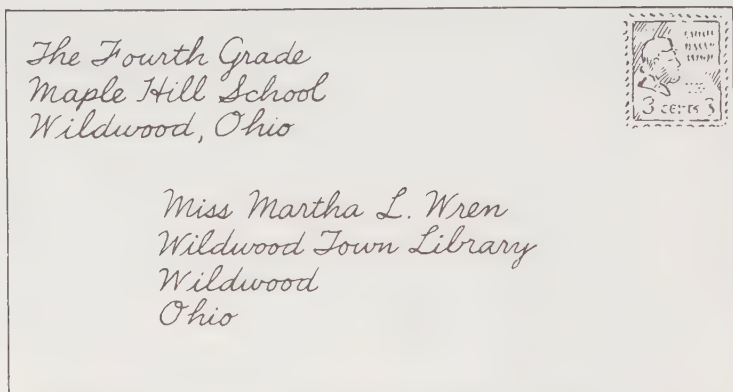
The boys and girls in our class would like some good new books to read. Will your library lend us some? Please let us know. We shall take good care of any books you send us.

Yours truly,  
The Fourth Grade

VI. If your class would like more good books to read, plan a letter to the public library. Decide what you wish to say. Choose someone to write the letter on the blackboard. When you are sure you have a good letter, choose a girl or boy to make a neat copy of it.

## ADDRESSING THE ENVELOPE

When the class in Maple Hill School addressed the envelope, this is the way it looked.



I. Read the address of the person who is to receive the letter. This is the *receiver's address*.

Look at the name of the library. Notice that each part begins with a capital letter.

II. In the upper left corner is the *return address*. Whose address is it? Why is the return address necessary?

III. Plan the envelope for your letter. Ask someone to write the return address and the receiver's address on the blackboard. Then choose a girl or boy to address the envelope for your letter.

IV. Why should you be very careful to have each part of both addresses correct?

## Practice with Letters

1. Write the following letter. Use capital letters and punctuation marks correctly.

southside school  
shelby nevada  
october 1 19—

dear miss barker

our class is starting a library we need  
more good books to read can you send us  
about twenty or thirty books it would make  
us very happy please let us know

yours truly  
miss barr's class

2. Check your letter with the one on page 81.

Is each of the five parts in the right place?

Are there good margins on all four sides?

Is the first line of the body indented?

Read pages 30 and 31 to see whether you used capital letters and punctuation marks correctly.

3. Draw an envelope. On it write these addresses correctly:

*receiver's*

miss grace f barker  
shelby public library  
shelby nevada

*return*

the fourth grade  
southside school  
shelby nevada

[ 83 ]



## WRITING A CLASS BOOK LIST

As you talk to one another about books, do you sometimes hear of books you wish to read? It is a good plan to make a class list of favorite books. Choose a committee to write the list.

If you wish to suggest a good book for the list, write its title and the author's name on a slip of paper, like this, and hand it to the committee.

*All about Pets, by Margery Bianco*

When you write the title of the book, remember this rule.

Begin the first word and each important word in the title of a book with a capital letter.

Ask the committee to put the class list of books on the bulletin board.

### Practice

1. Write this list of books correctly:  
the umbrella man, by emma l brock  
flight of the silver bird, by r and l carroll  
ask mr bear, by marjorie flack
2. Give rules for the capital letters and for the periods that you used in the list above.



## MAKING LIBRARY RULES

Your library belongs to the whole class. How can each boy and girl help to make it a pleasant place?

Talk over some ways in which everyone may help. When may a girl or boy go to the library table to read? May he go when he has finished a lesson before others are through? When several children are reading at the library table, should anyone talk? When may a book be borrowed to take home? For how long may a book be borrowed?

I. After you have talked over questions like these, make some good library rules. Be sure that each rule is a statement, like this:

*No one may talk at the reading table.*

How will you begin and end each statement?

II. Make some rules for the care of a book. What is the right way to open a book? Should you read a book when your fingers are sticky or dirty? What is the right way to turn pages? How should you mark your place in a book?

Be sure that each rule is a command, like this:

*Use a book mark to keep your place.*

III. Make up a title for each set of rules. Ask your librarian to put the rules on the bulletin board.

## KEEPING BOOK RECORDS

"I would like to borrow this book, Nancy," said Anne to the class librarian.

Nancy opened the back cover of the book and took out a card. Then she said to Anne, "Please write your name in the *Borrower* column. In the next column write the date of today, October 4."

Below is a picture of the card. Did Anne follow Nancy's directions?

Nancy checked the card to see whether Anne had filled it in correctly. Then she put it into a box where she kept the cards in alphabetical order.

Author: <i>Dodge, Mrs. M. M.</i> Title: <i>Hans Brinker</i>		
Borrower	Taken	Returned
<i>Mary Dix</i>	<i>Sept. 21</i>	<i>Sept. 28</i>
<i>Anne Hall</i>	<i>Oct. 4</i>	

I. What rules did Anne remember when she wrote her name and the date? Can you give three?

II. In Anne's class a book may be borrowed for two weeks. On what date did Anne have to return the book? Write that date on the board.

III. If you need cards for the books in your library, ask your librarian to choose a committee to make them. First, they must find or make some cards three inches by five inches in size, and rule lines and columns like those on the card on the opposite page. Then, they must print on each card the title of a book, the name of the author, and the heading for each column.

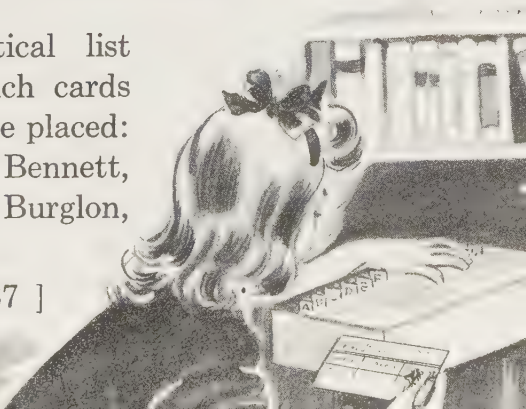
The librarian may choose another committee to make card pockets. They should be made of stiff paper and pasted inside the back cover of each book.

IV. Find a box for cards from borrowed books. The cards should stand in alphabetical order in the box, as you see in the picture. It will be easy to put them in alphabetical order, for the last names of the authors are written first.

### *Practice with Alphabetical Order*

1. Make an alphabetical list of these names of authors: Kate Douglas Wiggin, Daniel Defoe, Lucy Fitch Perkins, Olaf Baker, Cornelia Meigs.

2. Make an alphabetical list showing the order in which cards with these names should be placed: Carol Brink, Richard Bennett, Margery Bianco, Nora Burglon, Enid Bagnold.



## ABBREVIATING NAMES OF MONTHS

When you borrow a book from your library, you will need to know how to write the abbreviation of the name of the month. Review these abbreviations:

January	Jan.	April	Apr.	October	Oct.
February	Feb.	August	Aug.	November	Nov.
March	Mar.	September	Sept.	December	Dec.

Which names are missing from the list? Why are *May*, *June*, and *July* not abbreviated?

What rules must you remember when you write the abbreviation of the name of a month?

### *Practice with Capital Letters*

1. Jack borrowed a book on February 1 and brought it back eight days later. Write the two dates as he should write them in the *Taken* and *Returned* columns. Abbreviate the names of the months.

2. Write this book list correctly:

up in the air, by marjorie flack  
snippy and snappy, by wanda gág  
little grey gown, by mabel leigh hunt  
the snowshoe twins, by jane f tompkins

3. Write a letter to a friend telling about the book you are reading.

4. Ask a classmate to check your letter.



## ACTING A SCENE FROM A BOOK

Barry and Pete had both read *The Secret Cave*, by Florence M. Everson and Howard Everson. They decided to act part of the story. They acted out something that happened when the boys explored the secret cave. Do you think the boys chose an interesting way to tell about their book?

I. Make a list of the different ways you may report on a book you have read.

II. Plan a good book report for the next Book Club meeting. Choose one of the different ways you listed in the exercise above.

## WATCHING YOUR SPEECH

When you give your report, be careful to say these words correctly. Say them after your teacher.

au'thor (not "arthur")

ti'tle (not "tidle")

in'ter·est·ing (not "in·ner·sting")

ex·cit'ing (not "es·cit·ing")

## WRITING YOUR OPINION OF A BOOK

When you are ready to choose a book from your library, you may not remember just what your classmates think of it. Wouldn't it be handy to have their opinions in writing?

Some classes keep a *card file* of book opinions. The card file is a box of cards on which the children's opinions of books are written.

One week Patsy read a very good book. She wrote her opinion of the book on a card, like this.

*Van Stockum, Hilda*

*A Day on Skates*

*This jolly book tells about some Dutch children who went to a skating picnic. The story told me many interesting things about how children live in Holland. The pictures are as good as the story.*

*Patsy Marks*

I. On Patsy's card, where is the author's name? How is it written? Where is the title of the book? Why did Patsy sign her name?

Are there good margins at the four sides of the card? Did Patsy write neatly?



II. Patsy wrote one good paragraph, telling her opinion of the book. Do you think she told things that other children would like to know? Was mentioning the pictures a good idea?

III. Did Patsy indent the first line of the paragraph? Did she use capital letters and punctuation marks to keep her sentences apart? Did she spell each word correctly?

## MAKING A CARD FILE

Perhaps your class would like to keep a card file of book opinions. Find or make some cards, and then get a box just the right size to hold them. Place the box in your class library.

I. When you finish a good book, write your opinion of it on a card. Write one good paragraph. Then ask these questions:

Did I write the author's name and the title correctly?

Did I indent the first line?

Did I keep my sentences apart?

Did I sign my name?

II. Have your librarian place the cards in the box in alphabetical order by the last names of the authors.

III. When you wish to choose a book, find cards about the book you think you would like. Read what your classmates tell you about it. After you have finished the book, write an opinion of your own.

## WRITING NAMES OF PLACES AND PEOPLE

Patsy began the words *Dutch* and *Holland* with capital letters. *Holland* is the name of a country. The *Dutch* are the people of Holland. Study these names:

<i>Country</i>	<i>People</i>	<i>Country</i>	<i>People</i>
Canada	Canadians	Mexico	Mexicans
Ireland	Irish	China	Chinese
England	English	Alaska	Alaskans

When you write the name of a country or of the people in the country, remember these rules.

1. Begin the name of a country with a capital letter.
2. Begin the name of the people of a country with a capital letter.

### *Practice*

Write these sentences. Correct the mistakes. Use capital letters where they are needed.

1. *Little Pear* is a book about a chinese boy.
2. *The Forest Pool* tells about a child who lived in mexico.
3. In holland some children wear wooden shoes.
4. I am an american child because I am a citizen of the united states of america.

## Reviewing Is and Are

In your conversations about your books and your library, do you remember to use *is* and *isn't* in talking about *one* person or thing? Read these sentences aloud. Listen to the underlined words.

1. Next week is Children's Book Week.
2. Isn't our book list ready?

Do you use *are* and *aren't* when you talk about *more than one* person or thing? Read these sentences:

3. These stories are fairy tales.
4. Aren't the cards in alphabetical order?
5. Jane and Bill are ready to give their reports.

Always remember to use *isn't* or *aren't* instead of "ain't." It is never right to use "ain't."

## Practice

Read each sentence aloud. Put in the right word.

1. (Aren't, Ain't) these pictures fine?
2. That book (isn't, ain't) in our library.
3. (Isn't, Aren't) the labels for our shelves ready?
4. Joan and Bob (is, are) making bookmarks.
5. (Is, Are) all these books from the public library?
6. (Are, Is) Beth and Ray on the committee?

## PLANNING A PLAY

During Children's Book Week, it would be a fine thing to give a play made from a favorite book. Talk over the books that you have all enjoyed. Think of those that have a number of characters and some lively and interesting happenings. Vote to see which one the class would like to play.

I. Think over the interesting things that happen in your story. Which ones would you like best to play? Make a list of them in this way.

*Act I. Geppetto carves the marionette.*

*Act II. Pinocchio runs away.*

*Act III. Geppetto sends Pinocchio to school.*

What others would you add? Be sure to have a last scene that really finishes the story.

II. Think of the people, or *characters*, in each act you have listed. Make a list of the characters for each act, somewhat like this.

### *Characters*

#### *Act I*

*Antonio*  
*Geppetto*  
*Pinocchio*

#### *Act II*

*Pinocchio*  
*The policeman*



## MAKING UP DIALOGUE

The characters in a play carry on a conversation, or *dialogue*. When you act the story you chose, you may have to make up some of the conversation. Do you think you can do that?

Turn to page 34 and read the first three paragraphs of the story of Proserpina. Can you imagine what Ceres and Proserpina said to each other? Or what Pluto and Proserpina said? Here is the dialogue that four actors made up:

### PROSERPINA

#### Scene I. Morning in the Meadow

*Ceres.* Proserpina, the farmers need me. I am going out today to help them make their grain grow. You may spend the day playing with your beloved flowers here in the meadow. Have a good time, and be ready to meet me at dusk when I come home.

*Proserpina.* Good-by, Mother Ceres. The farmers will be glad to see you. And my flowers will be glad to see me, too. I did not play with them yesterday because it rained.

*Ceres.* Good-by, dear child.

*Proserpina (running to the meadow).* Good morning, larkspur. How tall you are! You've grown two inches overnight. Brier rose, your petals are pinker than ever. And oh, how sweet you smell! Clover, the bees are making friends with you.



*Poppies.* Come pick us! Come over here and pick us, Proserpina!

*Proserpina (running to the poppies).* Oh! I must take you home to Mother Ceres. But listen! Can that be thunder? There isn't a cloud in the sky. *(The earth opens up, and a chariot rolls out of it. In it is a man dressed in black.)*

*Proserpina (in a frightened voice).* Who are you?

*Pluto.* I am King Pluto. My kingdom is down under the earth. I came to take you down there to live with me and cheer up my gloomy palace. I have beautiful and wonderful things to show you. You will enjoy living in my palace.

*Proserpina.* But I don't want to go! I want my lovely flowers! I want to stay with Mother Ceres!

Does this dialogue tell what happened in the first part of the story? Do you think the characters in the story might have spoken those words?

I. For practice, make up the dialogue of another part of the story of Proserpina. Your teacher will help you choose a part.

II. Plan the dialogue for each act in the story you have chosen. For those parts that do not have conversation, talk over what the characters might say. Do not write the dialogue unless you wish to.



## SCENERY AND COSTUMES

If you give the play for guests, you may wish to have scenery and costumes.

I. Choose a committee to paint the scenes that are needed for a background.

II. Choose another committee to get the furniture and other articles that are needed.

III. A third committee may decide what each character should wear. The pictures in your book will help them. Some costumes can be made from tissue paper. Some may be made from cheesecloth. This committee may plan the costumes with your teacher and with the actors.

## CHOOSING ACTORS

I. Choose several sets of actors to take the parts of the characters in each act. Ask each group to speak the dialogue. Give polite suggestions about how actors may improve.

When several groups of actors have had tryouts, choose the actors who are to give the play for your program for Children's Book Week.

II. Plan a rehearsal for the actors. The class may judge each actor by these rules.

### HOW TO BE A GOOD ACTOR

1. Forget yourself and imagine you are the character.
2. Make your voice show how the character feels.
3. Say each word clearly and correctly.
4. Keep your face turned partly toward the audience.

## ADDING TO YOUR STOCK OF WORDS

As you plan your play, you may learn to use these words. Say them correctly after your teacher. Then put them in your dictionary of new words.

char'ac·ter

scen'er·y

re·hears'al

cos'tume

di'a·logue

au'di·ence

## Speech Practice

1. Say these words. Use your tongue and teeth to sound *th* at the beginning or end of each word.

<u>thin</u>	<u>think</u>	<u>south</u>	<u>birth</u>
<u>thaw</u>	<u>thank</u>	<u>north</u>	<u>earth</u>
<u>thick</u>	<u>thirsty</u>	<u>teeth</u>	<u>worth</u>

2. Here is another sound of *th*. Sound these words carefully:

<u>they</u>	<u>smooth</u>	<u>mother</u>	<u>bother</u>
<u>that</u>	<u>breathe</u>	<u>father</u>	<u>rather</u>
<u>those</u>	<u>bathe</u>	<u>gather</u>	<u>weather</u>

3. Read these sentences. Say *th* plainly.

1. Thelma thought she saw three thrushes.
2. Thin ice will soon thaw.
3. They went even though the weather was then bad.
4. Then and there the boys decided not to bother their mother.

## Using Correct Words

Read each sentence aloud. Choose the right word.

1. Gretel (et, ate) a piece of a window.
2. Hansel had (ate, eaten) a piece of the roof.
3. The old witch (seen, saw) the children.
4. Pretty soon she (come, came) to the door.
5. The children had never (saw, seen) an uglier person.

## GIVING THE PLAY

When you give the play, try to make the audience enjoy the story. To do that, the actors must follow all the suggestions on page 99.

If an actor forgets what he had planned to say, he should make up a speech, or some other actor should speak. Keep the play running smoothly. Do not have any breaks and pauses.

After you give your play, talk it over. Think what your strong points and weak points were. In what ways can you still improve? If you enjoy giving plays, you will want to give many during the year.

## GREETING GUESTS

If you like your play, why don't you invite your mothers to come and see you act? Each child may write his own mother.

I. Practice making introductions before your mothers arrive. Then each of you will be able to introduce your mother to the teacher and your classmates and to each other.

II. Choose someone in the class to act as class chairman for the afternoon. The rest of the class should help him plan how he will greet your mothers. He should be sure to tell them why they were invited and thank them for coming.

## KEEPING YOUR OWN READING RECORD

Through the year, you will enjoy your library books more and more. Some girls and boys plan to read one good book each week. Maybe you will make such a plan for your reading.

It will be fun for each of you to keep a record of the books you read, somewhat like this one.

My Reading Record		
Author	Title	Date
<i>Towrey, M.</i>	<i>Penny</i>	<i>Oct. 26, 19-</i>
<i>Brock, E. L.</i>	<i>The Greedy Goat</i>	<i>Nov. 2, 19-</i>

If you wish to remember why you liked each book, add another column to your reading record and head it *Remarks*.

Start your record on a large sheet of paper and keep it in your Language Folder. Add to it every time you read a book.

I. Tell what rules you must use to write:

the title of your record  
the authors' names

the titles of the books  
the date

II. Write your record neatly. Watch your spelling, capital letters, and punctuation marks.





## HOW WELL DO YOU REMEMBER?



If you make a mistake in any test, turn to page 104 and take the practice with the same number.

TEST I. Write each sentence. Put in *wrote* or *written*.

1. We \_\_\_?\_\_\_ a letter to the library.
2. Have you \_\_\_?\_\_\_ a poem about fall?
3. I \_\_\_?\_\_\_ a story in my diary.
4. This book was \_\_\_?\_\_\_ by Virginia Olcott.

TEST II. Write each sentence. Put in capital letters that are needed.

1. How many people live in the united states of america?
2. Our neighbors to the south are mexicans.
3. The country north of us is canada.
4. I am an american citizen.

TEST III. Draw a picture of an envelope. Write your own address for the return address. Then write this name and address correctly for the receiver's address: mrs. james a strong, warren street library, mayville, kansas.

TEST IV. Write each sentence. Put in *may* or *can*.

1. \_\_\_?\_\_\_ Dick and I act a story from our book?
2. Joe \_\_\_?\_\_\_ paint scenery very well.
3. Anne, \_\_\_?\_\_\_ I help you make that costume?
4. Yes, you may help if you \_\_\_?\_\_\_ sew well.

## IF YOU NEED HELP

PRACTICE I. A. Turn to page 73. Read about *wrote* and *written*. Read the sentences carefully.

B. Write each sentence. Use the right word.

1. Have you (wrote, written) a letter?
2. These rhymes were (written, wrote) by Ralph.
3. Sanford Tousey has (written, wrote) good books about the West.
4. The address was (written, wrote) correctly.

PRACTICE II. A. Read the lesson on page 92.

B. Write these sentences correctly:

My country is the united states of america. I am an american.

Heidi was a swiss girl. She lived in switzerland.

PRACTICE III. A. Look at the envelope on page 82. See where each address is placed. Look for capital letters. Where is there a comma? a period?

B. Draw an envelope. For the return address, write your own name and address. For the receiver's address, write the name and address of a friend.

PRACTICE IV. A. On page 78 read about *can* and *may*.

B. Write a question that asks permission. Use *may* in it.

C. Write a statement telling about something you are able to do. Use *can* in your statement.

## *Practice with Paragraphs*

1. Jane wrote this paragraph on her book opinion card. She forgot to keep her sentences apart.

This book is about a brother and sister they lived on a farm in Vermont their father took them for a trip in a trailer I had a lot of fun traveling with them.

Write Jane's paragraph correctly.

2. Bill broke some of his sentences into two parts. Write his paragraph and correct his mistakes.

Black Storm was a shaggy black pony that was born in the West. He was so wild. That no one could tame him. At last a cow-puncher from another ranch tamed him. By kind words and petting. He grew up to be a race horse. If you like western stories. You will like this book.

## *Reviewing Correct Words*

Write each sentence. Put in the right word.

1. (Are, Is) the girls ready to rehearse?
2. Jane and Sue (isn't, aren't) ready yet.
3. (Aren't, Ain't, Isn't) the costumes lovely?
4. I have never (saw, seen) finer ones.
5. James (brung, brought) a crown for the king.
6. Jane speaks her part very (good, well).
7. Who has (ate, eaten) my porridge?



# Unit Four

## SAFETY FOR GOOD CITIZENS



### A CONVERSATION ABOUT SAFETY

“How many safety helpers do you see on your way to school?” asked Miss Paul.

“I walk a half mile on Pond Road,” answered Ralph. “There’s a sign there that says ‘Walk on the left side of the road.’ So I always do that.”

“There are two traffic lights on my way to school,” said Allan.

“I have to cross the railroad track,” said Gladys. “There is a watchman who waves a red flag and lets down the gates when a train is coming. That makes three safety helpers.”

“I come that way, too,” said Frank. “Some people don’t obey these helpers. They stoop under the gates and run across the tracks because they are in a hurry.”

“But someday they’ll be sorry,” said Gladys, “when it is too late.”



"Our school patrol boys are safety helpers," said Helen. "They come early and give up playtime to help the other children play safe."

"Joe and I are on the patrol squad this month," said Dan. "Some children think it is smart not to pay attention to the patrol boys. But someday they'll be sorry."

"Aren't automobile horns safety helpers?" asked Rita. "They warn us to keep out of the way."

"Yes, they are," said Bill. "They help us all the way to school."

"Why is it important for us all to obey these safety helpers?" asked Miss Paul.

"If you have an accident, it makes a lot of trouble for your father and mother," said Arthur.

"You have to be absent from school, too," said Grace. "Then you will have to do a lot of extra work to catch up, or else fail."

"If girls and boys of our age don't obey the safety helpers, then the little children won't, either," said Jack. "Don't you think it is important for us to set a good example?"





“Sure,” said Tom. “Our little sister always copies Sue and me. She does whatever we do.”

“Sometimes there aren’t any helpers to tell us what to do,” said Beth.

“That’s the time to use your common sense,” answered Jim quickly.

That made all the children laugh.

“Jim is right,” said Miss Paul. “We have many safety helpers, and we know the regular rules. But sometimes we have to make common-sense rules ourselves. Someday we might make a set of such rules for our class.”

I. How many children took part in this conversation? Did each speaker have a good idea to give? What questions helped to keep the conversation going?

II. Have a class conversation about safety helpers that help you. Think hard, and you will remember others besides those the children gave. As you talk, try to have a good conversation. Remember the conversation rules on page 69.



## USING I AND ME

Here are two sentences spoken by two of the children who took part in the conversation:

1. *Joe and I* are on the patrol squad.
2. Our little sister always copies *Sue and me*.

You use *I* or *me* when you speak of yourself. How do you know which word to use?

When it is right to use *I* alone, it is right to say *Joe and I* or *you and I*. When it is right to use *me* alone, it is right to use *Joe and me* or *you and me*. If you are not sure, try it this way:

1. *I say: I* am on the squad.
2. *Then I must say: Joe and I* are on the squad.
1. *I say: Sister* copies *me*.
2. *Then I must say: Sister* copies *Sue and me*.

Always remember to name yourself last. Say *Joe and I* (not "I and Joe") and *you and me* (not "me and you").

Read each sentence first to yourself. Think whether to use *I* or *me* in place of the blank. Then read the sentence aloud with the right word in it.

1. Ray and \_?\_ made a safety poster.
2. Please show it to Bob and \_?\_.
3. The watchman told Allen and \_?\_ to cross.
4. Barry and \_?\_ told the child not to tease a dog.
5. Are Polly and \_?\_ on the rules committee?

## MAKING SAFETY RULES

Perhaps you would like to make some "common-sense" safety rules. If you would, discuss questions like these: Where is it safe to roller-skate? to play ball? to coast? to ride bicycles? If you ride in a school bus, make rules for getting on and off the bus.

What should you do when workmen are putting up a new building? or stringing electric wires? or painting?

Here are some of the rules Miss Paul's class made.

### Common-Sense Safety Rules

1. Cross streets only at corners.
2. Look both ways before you cross at a corner that hasn't any safety light.
3. Don't play ball in the street.

Are these rules statements or commands?

I. Decide whether your rules shall be statements or commands. Ask someone to write them on the blackboard. Check each rule by asking these questions: Does it express a complete thought? Does it begin with a capital letter and end with a period?

II. Ask someone to make a neat copy of your rules and place them on the bulletin board.

III. Choose a rule and make a poster for it. Draw or paint a good picture, and print the rule below it.

## USING ANY AND NO

Read this safety rule:

Look both ways before you cross a street  
that *hasn't any* traffic light.

You know that the contraction *hasn't* stands for *has not*. It is right to use *any* with a contraction that ends in *n't*. You may say,

hasn't any	isn't any	wasn't any
haven't any	aren't any	weren't any

It is not right to say "hasn't no" or "isn't no." Never use *no* with *not* or with *n't* words.

Learn to say *isn't any*, *aren't any*, *hasn't any*, and *haven't any*. They will help you to get rid of the "ain't" and "ain't got" habits.

I. Make a list of contractions that end in *n't*.

II. These sentences are correct. Read them aloud. Train your ears to hear what is right.

1. There *isn't any* sign on this road.
2. There *wasn't any* traffic light on the corner.
3. *Hasn't* Tom *any* paint for his poster?
4. *Haven't* you made *any* new rules?
5. *Don't* you obey *any* signs?
6. This crossing *doesn't* need *any* light.

III. Make up sentences using the *n't* words on your list. Use the word *any* in each sentence also. Give your sentence aloud.

## USING WASN'T AND WEREN'T

In your conversations, do you use *wasn't* and *weren't* correctly? It is right to use *was* and *wasn't* when you talk about *one*, and *were* and *weren't* when you talk about more than one. Read these sentences:

1. The *child* *wasn't* careful.
2. The patrol *boys* *weren't* on duty yet.
3. *Were* Jane and you on the left side of the road?

It is right to use *were* and *weren't* with *you*. For example, you must say *were you careful* (not “was you”), or *you weren't careful* (not “you wasn't”).

### More Practice with Any

Read each question aloud. Watch the underlined words. Then answer the question with a statement that uses those words.

1. Haven't you any time to read?
2. Doesn't your dog know any funny tricks?
3. Don't you try to teach him any tricks?
4. Weren't there any patrol boys on duty?
5. Wasn't there any light at the crossing?
6. Isn't the ice any thicker today?
7. Aren't the boys making any posters?
8. Couldn't they find any cardboard?
9. Hasn't Tim ever seen any poison ivy?
10. Won't Jane give us any help?



## A SAFETY RHYME

JONATHAN

Jonathan Gee  
Went out with his cow;  
He climbed up a tree  
And sat on a bough.

He sat on a bough  
And broke it in half,  
And John's old cow  
Did nothing but laugh.

Translation by ROSE FYLEMAN from  
*Picture Rhymes from Foreign Lands*



Jonathan didn't belong to the "Common-Sense Club," did he? Climbing trees is good outdoor fun. But the fun is spoiled if the climber hasn't enough common sense to keep close to the trunk and not to climb out on an unsafe limb. Even a cow's laugh can't make good sport out of falling from a tree.



## WRITING SAFETY RHYMES

In the woods and fields, you can have many kinds of outdoor fun. But you need to remember a few *don'ts*. Here are some of them.

### Outdoor *Don'ts*

1. Don't strike at a bee.
2. Don't attack or tease a snake.
3. Don't pick up or touch baby wild animals.
4. Don't stick your hand into a hole or cave.

I. Give a good reason for each of the *don'ts* above. Add any other *don'ts* that you can think of.

II. Make a safety rhyme for one of your "Outdoor *Don'ts*." Here is one that Beth made:

Jonathan Gee

Struck at a bee;

A sadder and wiser

Man is he.

He's nursing a sting

That burns like fire;

And has put his beehive

Out for hire.



III. Plan a time to read your rhymes aloud. If the class think you wrote a good rhyme, keep it in your Language Folder.

## FINISHING A RHYME

Here is one stanza of a safety rhyme. Copy it, and then make up a second stanza. Be sure to use capital letters where they are needed.

willie's lesson

thoughtless willie spied a cave.  
what might be inside?  
he stuck his hand down into it  
to see what it might hide.

### *Spelling Practice*

1. Here are some words you might use in your safety rhymes. Learn to spell them correctly.

safety	poison	tease	climb
prevent	careless	animal	bough
accident	traffic	touch	laugh

2. Write each sentence. Use contractions in place of the underlined words. Be sure to spell them correctly.

1. I did not bother the snake.
2. The snowballs were not hard ones.
3. I do not cross the street when the light is red.
4. The safety rules are not hard to remember.
5. The two boys had not touched the baby woodchucks.

## READING A SAFETY STORY

Should a good citizen think of safety for others as well as for himself? Read this story. It shows how one group of boys would answer this question.

### THE SATURDAY PATROL

A strong wind carried the football much farther than Harry's kick would have sent it. Jim's team made a try for the ball, but over the fence it went, and into the street.

Jim sped through the gate. He stood at the curb for a minute, looking to the right and left until all cars had passed. Then he hurried across the street to get the ball and heaved it over the fence.

Almost before Jim could get back into the game, the wind caught the ball again and hurled it into the street once more. Turning to go back toward the gate, Jim stopped still at the sound of a crash. A limb of the huge old oak tree just outside the gate had been torn off by the wind. In falling, it had struck an electric power line and had wrenched it loose from the pole. The live wire lay stretched across the street. What would happen if someone should touch it!

Quick as a wink, Jim turned and shouted to the other boys, "Get the red flags of our safety patrol!"

The boys rushed into the schoolhouse and were out in a flash, bringing the flags. They formed two

lines across the street, one on each side of the fallen wire, and waved their red flags just as they would have done at a busy corner on a school day.

While the boys stood guard, Jim hurried to the telephone in the schoolhouse and reported the accident to the electric-light company. Harry ran two blocks to find a policeman and reported the matter to him. Very soon the workmen came and fastened the dangerous wire back in its place. Thanks to the quick thinking of Jim and his friends, no one was hurt.

I. How did Jim and his friends show thought for the safety of others? How did they show that they were quick thinkers?

II. Did the story have much *action*? That is, did a number of things happen, one after the other, very



quickly? Which do you like better — a story that has a good bit of *action*? or one that “never gets anywhere”?

III. Do you know of a girl or boy who did something to keep others safe? Plan to tell a story about it. Make it a short story full of action. Your teacher will plan a time when you may all tell your safety stories.

IV. Look in magazines and newspapers at home for stories and pictures about safety. Bring them to class and put them on your classroom bulletin board. Let the class judge them and choose the most interesting one.





## USING GOOD ACTION WORDS

Turn back to the story of "The Saturday Patrol." Find and read aloud each sentence that tells about an action. See whether you can choose the one word in each sentence that expresses the action.

Did some of the action words you found give you a picture of *how* the action took place? Does *sped* make you see how Jim went through the gate? Did he walk, or trot, or run very fast?

Does *heaved* make you see *how* Jim threw the ball? Show the action you would make to *heave* a ball.

Why is *hurled* a stronger action word than *threw*?

Does *wrenched* give a better picture than *pulled*?

In telling your story, you can make it more interesting by choosing action words that *show how* the action took place. A good action word is a motion-picture word.

I. Suppose you wish to tell that Jack *went* out of the room. See how the motion picture changes as you choose different action words:

Jack *went* out.

Jack *crept* out.

Jack *rushed* out.

Jack *stalked* out.

Jack *shuffled* out.

Jack *danced* out.

Choose someone to act out each action above.

II. Now take the statement, "The wind *blew*." See how many different action words you can put in place of *blew* to show *how* the wind blew.



## Practice with Action Words

1. Each of these sentences has two action words. Choose the one that gives you a picture of *how* the action was made. Write the sentence.

1. The ball (went, crashed) through the window.
2. The airplane (rose, zoomed) into the air.
3. The hawk (flew, swooped) down to catch the fish.
4. The train (steamed, came) into the station.

2. In each of these sentences the action word is *looked*. Read each sentence and think of a better action word. You may wish to use one of these:

smiled      gazed      peeped      searched      stared

1. For a long time the boy *looked* at me.
2. The child *looked* into the nest.
3. Tom *looked* in surprise at the strange-looking creature.
4. Jane *looked* at the new girl in a friendly manner.
5. The children *looked* for pictures of different kinds of airplanes.

3. Make up sentences using these action words:

whined	paddled	gobbled	whirled
swished	fluttered	tapped	waddled
skipped	leaped	pattered	twittered

## TELLING YOUR SAFETY STORY

Did you choose a good story about someone who helped others to be safe?

Make a list of the steps of the story. Then think of good action words that will show *how* each thing happened.

When you tell your story to the class, remember the rules on page 15. Look at them now.

Here are some more suggestions for telling a story well.

### HOW TO IMPROVE YOUR STORIES

1. Have plenty of action.
2. Use action words that give motion pictures.
3. Tell the events in quick order. Do not string out the story.

I. At the end of the Story Hour, have a discussion about how you have all improved in storytelling. If you think you can help someone, tell him politely how he can improve. If someone should tell you how you may improve, what will you say?

II. Make a list of the good action words used by some of the girls and boys. Then use each of the words in a good sentence. Choose the action words you like best and write them in your little dictionary.

## MAKING SAFETY POSTERS

Do you always play safe yourself? When you play about, do you keep the safety of others in mind?

Tell why it is not safe to do these things:

Carry a child on your back or shoulders

Give someone a ride on the handlebars of your  
bicycle

Run up or down stairways in school

Run through a crowded hall

Play ball on a crowded playground

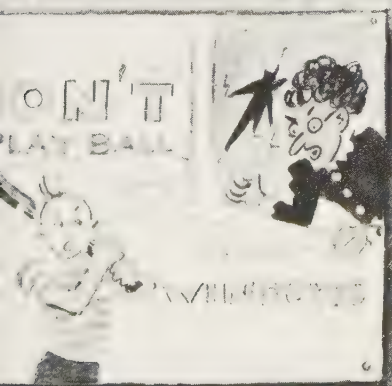
Leave playthings on a stairway or in the middle  
of a floor

Play ball near windows

Throw hard snowballs

Trip someone "for fun "

Plan to make a safety poster to remind yourself and your classmates about dangerous things. Get the idea from the list above, or from some of the rules and rhymes given earlier in this unit.



## WRITING A BUSINESS LETTER

Fire is one of our greatest gifts. It warms us, helps to prepare our food, and turns the wheels of our factories. But it is like many other gifts. It can do great harm if it is not used right.

How can you help to prevent fires? What should you do when a fire has started?

Would you like to invite someone from your fire department to come and talk to you about how fires start and what you can do to prevent them? If you decide to invite a speaker, plan a letter. First study the one on the opposite page.

I. After the heading, you see the name and address of the person who is to receive the letter. This address is called the *inside address*. It should be put in a letter written to someone in an office or a business house. Before you write your letter, find out the full name and the address of the person to whom you plan to write.

II. The mark (:) after the greeting is a *colon*. A colon should follow the greeting in a business letter.

III. Is the body of the letter clearly written?

IV. Give a rule for each capital letter and each punctuation mark in the letter. If you forget any of the rules, turn to pages 30 and 31.

John Burroughs School  
Clinton, Texas  
September 14, 19-

Mr. Frank H. Belmont  
Chief of Fire Department  
Clinton, Texas

Dear Mr. Belmont:

Our class is trying to learn all we can about safety. We wish to know more about how to prevent fires and how to put them out.

Can you come and tell us about fires? If you can't, will you please send one of your men? Please let our teacher know when you can come.

Yours truly,  
Miss Brown's Class

## WORDS THAT SHOW OWNERSHIP

The letter you have just read had this signature: *Miss Brown's Class*. The apostrophe and s ('s) in *Brown's* are used to *show ownership*.

Here are some other words that show ownership:

Bill's book	the boy's letter	Anne's dress
Ross's father	the dog's collar	Tim's turn

### Practice

1. Write these sentences. Be sure to write the apostrophe and s correctly.

1. Ruth's letter was chosen.
2. What is Mr. Horn's address?
3. We shall enjoy the fireman's talk.
4. The children's letter is very neat.
5. Charles's father is a fireman.

2. Write each sentence. In place of the blank, put in a word that shows ownership.

1. I stop at \_\_\_?\_\_\_ house on the way to school.
2. The \_\_\_?\_\_\_ cub was very tiny.
3. The \_\_\_?\_\_\_ house is in a hollow tree.
4. The \_\_\_?\_\_\_ nest is made of twigs.
5. Have you heard the \_\_\_?\_\_\_ song?

3. Write a statement that uses a word showing ownership.

4. Write a question that uses a word showing ownership.



## SHOWING COURTESY IN A LETTER

Do you think the children's letter is courteous? How does it express courtesy? You should be courteous in a letter just as well as in conversation. Here are some ways to show courtesy in a letter:

1. *Make your letter look well.* Write neatly with ink on a clean sheet of white paper. Leave good margins at the top and bottom and at the right and left. Do not have ink blots or crossed-out words.

2. *Say clearly what you wish to say.* Write good, clear sentences and keep them apart.

3. *Have no mistakes.* Spell all words correctly. Use capital letters and punctuation marks correctly.

4. *Say "Please" or "Thank you" when you should.*

I. Plan a letter inviting someone from your fire department to speak to your class. Your teacher will write it on the blackboard as you tell her what to say. Use the letter on page 125 as a model.

II. Study each part of the letter on the blackboard. Then your teacher will cover the letter and dictate it to you. After you have finished, check your copy to see whether you made any mistakes.

III. Choose a committee to look at all the letters and choose the best one. That is the letter to mail.

Ask the boy or girl whose letter was chosen to address the envelope and mail the letter.

## LISTING QUESTIONS FOR A SPEAKER

When you have invited someone to speak to your class, how can you get ready for him?

The first thing is to think what you wish to find out. Make a list of questions, like these:

### Questions about Fires

1. What causes most of the fires in homes?
2. What can we do to prevent fires?
3. If a fire starts, what is the best way to put it out?
4. How can we call the fire department?
5. What should we do if our clothes catch fire?

Add other questions of your own. How should each question begin and end?

Keep your questions on the blackboard. Or, choose boys and girls and ask each one to copy a question to ask when the speaker comes.

## INTRODUCING THE SPEAKER

Do you wish to choose a class chairman to introduce your speaker? If you do, help him to plan a speech of introduction.

Here is the introduction that Bob made:

This is Mr. James Black. He is Chief of our Fire Department. He is going to tell us some things that we ought to know about fires.



What three things did Bob tell?

As you help your chairman to plan an introduction, remember to tell (1) the speaker's name, (2) what he does, and (3) what he is going to talk about.

### LISTENING TO A TALK

What should a polite listener do? At whom should he look? How should he sit? If he wishes to ask a question, what should he do? Make a list of suggestions for listeners.

### THANKING THE SPEAKER

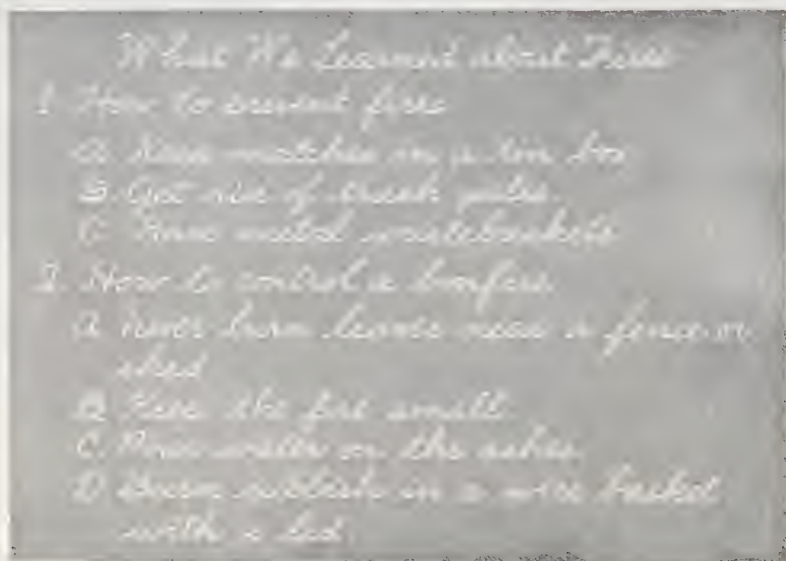
Would you like your chairman to make a thank-you speech after the talk? Here is the one Bob made:

Thank you for coming to speak to us, Mr. Black. I know all of us enjoyed your talk. We can prove that by helping our town to have fewer fires.

Do you think Bob's speech was a good one? Why? If you decide to write a letter of thanks, use the one on page 125 for a model.

## MAKING AN OUTLINE

On the blackboard, make a list, or outline, of the things you learned from the speaker. Under each main topic write all the suggestions you received. Your outline should look like this one.



You may wish to have other main topics, such as *How to call the fire department* or *What to do when a fire starts*.

I. Where are capital letters used in the outline? Where do you see periods?

II. Ask someone to make a copy of your outline. Put it on the bulletin board. Perhaps each boy and girl would like to make a copy to take home.

## A SAFETY EXHIBIT

If some of the girls and boys have drawn or painted good safety posters, would you like to have a poster exhibit?

Choose a committee to decide which posters are to be in the exhibit. Choose another committee to hang up all the posters.

Perhaps some children have written good safety rhymes and have drawn pictures for them. Have an exhibit of these also.

## DREW AND DRAWN

When you talk over your exhibit, be sure to use *drew* and *drawn* correctly. Read these sentences:

1. James *drew* a poster for the first rule.
2. Tom *has drawn* the best poster.
3. *Have you drawn* a picture for your rhyme?
4. Both of these pictures *were drawn* by Tony.

Remember to say *drew*, not "drawed." Use a helper with *drawn*. *Drew* does not need a helper.

Write each sentence. Put in *drew* or *drawn*.

1. How many children   ?   posters?
2. This is the best one I have ever   ?  .
3. The children   ?   partners for the games.
4. Jerry has   ?   a picture for my story.
5. Who   ?   this funny picture?

## GIVING A SAFETY PROGRAM

Have you learned many helpful things about safety? Think them over and decide whether you would like to share them with another class. If you would, plan a safety program. Here are some suggestions that may help you:

I. Write a letter to the National Safety Council, 20 North Wacker Drive, Chicago, Illinois. Ask for posters and booklets that will help you to plan a safety program.

II. Plan a safety play. You might make a play from "The Saturday Patrol" on pages 117-118, or from some other story that tells how girls and boys can protect themselves or others from harm.

III. Have some safety charades. For each charade, several children should choose a safety rule or a safety "don't" and act it out silently. The audience must guess what the play tells.

IV. Have some talks about "Safety for Hikers," "Fire Prevention," "Safety on the Playground," and other topics you may choose.

V. Read some of the best safety rhymes.

VI. Have a committee of boys and girls explain the safety exhibit to visitors.

VII. Make up a "Safety Pledge for Good Citizens." Put it on the blackboard for everyone to see.





## HOW WELL DO YOU REMEMBER?



If you make a mistake in any test, turn to page 134 and take the practice with the same number.

TEST I. Write each sentence correctly:

1. Haven't you made (any, no) poster?
2. There (isn't any, ain't no) room for mine.
3. Can't you find (no, any) red paint?
4. We (ain't got no, haven't any) red paint.

TEST II. Write each sentence. Put in *I* or *me*.

1. Please help Joe and \_\_\_\_?
2. May Ann and \_\_\_\_? give a charade?
3. Jane and \_\_\_\_? wrote a safety rhyme.
4. Will you read it to Tom and \_\_\_\_?

TEST III. Write each sentence. Put in *drew* or *drawn*.

1. Tim's pictures are well \_\_\_\_?
2. Who \_\_\_\_? the prize at the party?
3. No one has \_\_\_\_? a poster for rule 3.
4. The curtains are \_\_\_\_? down at night.

TEST IV. Write each sentence. Put in *wasn't* or *weren't*.

1. My rhyme \_\_\_\_? very good.
2. The charades \_\_\_\_? easy to guess.
3. Jane and Tom \_\_\_\_? on the program.
4. \_\_\_\_? you the chairman?

## IF YOU NEED HELP

PRACTICE I. A. Turn to page 112. Read about *any*.

B. Make a sentence from each of these beginnings:

- |                             |                             |
|-----------------------------|-----------------------------|
| 1. I <i>haven't any</i>     | 4. He <i>didn't see any</i> |
| 2. There <i>isn't any</i>   | 5. There <i>aren't any</i>  |
| 3. There <i>weren't any</i> | 6. <i>Wasn't there any</i>  |

PRACTICE II. A. Read the lesson on page 110.

B. Tell whether to use *I* or *me* in each sentence.

1. May Jack and \_\_\_?\_\_\_ go with you?
2. You and \_\_\_?\_\_\_ are on the rules committee.
3. Will you choose Ann or \_\_\_?\_\_\_ for chairman?
4. Bob asked Tim and \_\_\_?\_\_\_ to read the story.

PRACTICE III. A. On page 131 read about *drew* and *drawn*.

B. Write this paragraph. Put in *drew* or *drawn*.

Have you ever \_\_\_?\_\_\_ a poster? I \_\_\_?\_\_\_ one yesterday. It was the best I had ever \_\_\_?\_\_\_. Everybody in our class \_\_\_?\_\_\_ a safety poster.

PRACTICE IV. A. On page 113 read about *wasn't* and *weren't*.

B. Write each sentence. Put in *wasn't* or *weren't*.

1. The snow \_\_\_?\_\_\_ very deep.
2. We \_\_\_?\_\_\_ going coasting.
3. \_\_\_?\_\_\_ you skating yesterday?
4. The ice \_\_\_?\_\_\_ thick enough.

## Review Practice

1. Read each sentence. Put in the right word.

1. The snow has not (went, gone) away.
2. (May, Can) we feed the robin?
3. He (et, ate) all the crumbs.
4. Most of the boys have (went, gone) coasting.
5. I cannot skate very (well, good).
6. Judy has (wrote, written) a snow poem.

2. Write these names in alphabetical order, with the last name first. Be sure to use the comma.

Jane S. Wald            H. T. Baldwin            Sarah Miller  
Annette Lane            Charles R. Frost

3. Write the names of the months. Beside each write its abbreviation, if it can be abbreviated.

4. Write the following letter correctly:

hunter school  
arden kansas  
september 21 19—

mr. robert c clews  
chief of fire department  
arden kansas

dear mr clews

we enjoyed your talk very much it taught  
us many things we thank you for telling us  
about fires.

yours truly  
miss greens class



# Unit Five

## STORIES AND MORE STORIES



### ENJOYING A FOLK TALE

If you were a Swiss child, your grandmother and grandfather would tell you many old tales. Grandparents in Switzerland love to tell tales that were made up by the peasant folk of long ago.

Some of these folk tales tell of the strange and funny doings of the “little people” — the little men of the mountains, the dwarfs of the farms and homes, and the fairies of the caves, streams, and woods.

Some of them tell about the village folk of long ago. Each little mountain village was filled with pride. The village folk liked to think that the people of their own village were clever, but that the people of near-by villages were not. So they told tales of the stupid doings of foolish men and women in other villages.

Some of these Swiss folk tales are among the funniest you can read. You will find one on the next page. Read the story to yourself.



## THE THREE SNEEZES

Jean-Marie, the farmer, climbed up a tree to cut some wood for his stove. His donkey, standing below, closed his eyes and went to sleep.

Just then a stranger on horseback happened to pass by. "Hey, there," cried the stranger, "have you ever sawed wood before?"

"Why, if all the wood I have sawed in my life was gathered together, it would make a fine forest," Jean-Marie shouted back.

"One wouldn't think so," said the stranger.

"Why not?" demanded Jean-Marie.

"Because when you have sawed through that branch on which you are sitting, both you and the branch will fall to the ground."

"Be off with you, stranger," said Jean-Marie. "I can see that you know nothing about sawing wood."

So the stranger went off, and Jean-Marie went on sawing. Presently there was a terrible crash, and both he and the branch fell to the ground.





Jean-Marie picked himself up, and when he had rubbed all his bruises and found that his back was not broken, he bethought himself of the stranger's words. "Surely that was a wonderful man," he thought, "for he told me that the branch and I would fall to the ground. And so we did! He must know the future! I will go after him and ask him a thing or two."

So Jean-Marie got on his donkey, and away they went after the stranger. Presently they came to a turn in the road, and there was the stranger, ambling along on his horse, just as though nothing had happened at all.

"Ho, there!" cried Jean-Marie.

"What is it?" said the stranger, stopping his horse.

"I see that you can read the future; so I want to ask you a thing or two."

"What makes you think I can read the future?"

"You said that when I sawed through the branch, both of us would fall to the ground. And so we did."

"Oh," said the stranger, smiling, "I see. Well, ask me your questions, but I warn you I can answer only one of them."

"Very well," said Jean-Marie, "just answer me this. When am I going to die?"

"That's easy," said the stranger. "You will die when your donkey has sneezed three times." And with that he rode away.

"My donkey never sneezes," thought Jean-Marie, "so I shall live a long time." And he started for home feeling very happy.

Now donkeys are very stubborn, and they always do just the very thing they should not. When they should walk, they will not budge; and when they should keep still, they are always walking away. So it was not very long before the donkey opened his mouth and . . .

"Aat . . . shou . . . n . . . n . . . n!" he sneezed, loud and long.

Jean-Marie was aghast. All his happiness was changed to terror. He jumped down and pressed both hands against the donkey's nose to stop the next sneeze (for everybody knows that one always sneezes more than once). When the danger seemed past, he resumed his trip, but now he did not dare to ride. Instead, he walked beside the donkey so as to prevent any more sneezes.

Presently they came to a freshly plowed field, and there Jean-Marie paused to admire the rich, brown





earth. What a fine crop of wheat would grow there next summer! Forgetting all about the sneezes, he bent down to feel it with his hands, and . . .

“Aaat . . . shou . . . n . . . n . . . n!” sneezed the donkey a second time.

Jean-Marie snatched his hat and put it over the donkey’s nose and held it tight.

“Two sneezes already! Two horrible sneezes!” he lamented. “I am only one single sneeze from death, one miserable donkey sneeze! Surely I am the most unhappy man alive! I am sure that stranger must have been the evil one. He not only told the future; he is making my donkey sneeze. He has bewitched my donkey!”

But he was holding the hat too tightly over the donkey’s nose. The donkey, finding he could not breathe, reared up and kicked Jean-Marie very severely.

“Some other remedy must be found,” said Jean-Marie. “For if my donkey sneezes again, I am a dead man.”



Then he had an idea. He picked up two round stones and placed them in the donkey's nostrils, like two corks in a bottle. "There! Just let him try to sneeze that out!" he thought. But he had reckoned without the contrariness of donkeys.

"Aaaa . . . at . . . shou . . . n!" The stones flew out like bullets from a gun. They hit Jean-Marie in the face.

"Ah! Ah!" said Jean-Marie. "I am dead. Very, very dead!"

And he lay down in the road, for it is not right for a dead man to stand up.

From the book *The Three Sneezes*,  
by ROGER DUVOISIN

Did you like the story of "The Three Sneezes"?  
Tell why.

## TACKLING NEW WORDS

When you read, "He bethought himself of the stranger's words," did you guess what *bethought himself* means? Ray said, "*Bethought* is like *thought*. So I guessed *bethought himself* meant 'he thought to himself.' " Was Ray right?

When you read about the stranger "*ambling along* on his horse," did you guess that he was riding fast or slowly? Why?

When you find a new word in a story, try to guess what it means. Sometimes the rest of the sentence will help you to guess right.

I. See whether you can guess the meaning of each underlined word in these sentences:

1. When the danger was past, he resumed his trip.
2. He paused to admire the rich brown earth.
3. "Two horrible sneezes!" he lamented.
4. He has bewitched my donkey.
5. Some other remedy must be found.

Check each guess by the dictionary.

II. In the story find another word that was new to you. Read the sentence aloud and then tell what you think the word means. The class may tell you whether you guessed right.

III. Put some of these new words in your own dictionary, if you wish to remember to use them.



## READING THE STORY ALOUD

“The Three Sneezes” is a good story to read aloud because it is short, and because things happen rather fast. Could you read “The Three Sneezes” so that your audience would enjoy it? Try these suggestions in class:

I. Choose two pupils to read aloud the first conversation between Jean-Marie and the stranger. See whether they read each speech as you think the speaker said it. If you think you can improve any speech, ask to read it aloud.

II. Ask someone to read the paragraph (page 139) beginning “Jean-Marie picked himself up.” In what kind of voice should he read the sentences that Jean-Marie said to himself? See whether he reads it right.

III. Choose two pupils to read the second conversation. It begins with, “Ho, there!” If the voices do not show how each man felt as he spoke, choose two other pupils to try it.

IV. The last part of the story begins with, “Presently they came.” This is the hardest part of all to read, but it is the best and funniest part. Try three or four pupils. See who reads it best.

V. Read the story aloud to someone in your family. Try to make him see how funny the story is.

VI. Find a short, lively story to read to your classmates. Ask them to tell you whether you read it well.



## Speech Practice

1. Say the following words from "The Three Sneezes." Use your lips, teeth, and tongue. Watch the underlined letters.

clim <u>b</u> ed	be·low' ( <i>not</i> b'low)
pres'ent <u>l</u> y	going <u>t</u> o ( <i>not</i> gonna)
start'ed <u>l</u>	would'n't ( <i>not</i> wooden)
sit <u>t</u> ing	al'ways ( <i>not</i> allwuz)
won'd <u>l</u> er-ful	re·sum <u>e</u> d' ( <i>s</i> sounds like <i>z</i> )
am'b <u>l</u> ing	a·ghast' ( <i>h</i> has no sound)

2. Read this rhyme aloud. Use your lips, teeth, and tongue to sound the underlined letters.

A farmer went trotting upon his gray mare,  
Bumpety, bumpety, bump!  
With his daughter behind him so rosy and fair,  
Lumpety, lumpety, lump!  
A raven cried "Croak!" and they all tumbled down,  
Bumpety, bumpety, bump!  
The mare broke her knees and the farmer his crown,  
Lumpety, lumpety, lump!  
The mischievous raven flew laughing away,  
Bumpety, bumpety, bump!  
And vowed he would serve them the same the next  
day,  
Bumpety, bumpety, bump!

From *The Nursery Rhyme Book*, by  
ANDREW LANG

## FINDING OTHER FOLK TALES

If you enjoyed the Swiss folk tale, you will enjoy the folk tales of many other lands. Here is a list of books of folk tales. See whether you can find any of them in the public library. You will enjoy reading some of the stories and telling them to the class.

*Wonder Tales of the World*, by Constance Armfield

Seventeen folk tales from seventeen lands.

*Three Golden Oranges*, by Ralph S. Boggs and Mary G. Davis

Ten Spanish folk tales.

*The Boy Who Could Do Anything*, by Anita Brenner

Twenty-four Mexican folk tales.

*Treasures Long Hidden*, by Arthur Bowie Chrisman

Fifteen old Chinese tales.

*Tales from the Fjeld*, by Sir George Dasent

Fifty Norse tales, but not about the Norse gods.

*A Baker's Dozen*, by Mary Gould Davis

Thirteen tales from different lands.

*Padre Porko, the Gentlemanly Pig*, by Robert Davis

Nine Spanish tales about a funny pig.

*The Three Sneezes*, by Roger Duvoisin

Thirty-seven folk tales of Switzerland.

*The Long Grass Whispers*, by Geraldine Elliot

Fifteen tales about African animals.

*Tales of Laughter*, by Kate D. Wiggin and Nora A. Smith

One hundred forty tales from many countries.

## A STORY HOUR

Would you like to have a Story Hour? That would give everyone a chance to tell one of the fine folk tales he has read.

I. To have a good Story Hour, each person must choose a good story for telling aloud. Think what kind of story that should be. Make a list, like this:

A good story for telling aloud —

1. is not too long.
2. starts off with something happening.
3. has exciting action.
4. has a big surprise.
5. has funny happenings.
6. makes the characters talk.

Think of other things that make a good story to tell aloud. Add them to your list.

II. If you can, find good books of tales in your class library, in the public library, or at home. The list on page 146 will help you.

III. Choose a story that you like and that is new to you and to the class.

It will be fun to choose stories from different lands for each Story Hour.



## PLANNING YOUR STORY

If you wish to have your classmates enjoy your story, spend some time getting ready to tell it. Here are some things to do:

1. Read the story several times.
2. Decide what long or tiresome parts to leave out.
3. Make a list of the main steps of the story.
4. Plan a lively and interesting beginning.
5. Make the characters talk.
6. Think of good action words and good describing words to use.
7. Practice telling the story.

## GOOD ACTION WORDS

In your story, do not use the word *said* too often. Find a word that tells *how* something was said, like the underlined words in these sentences:

1. "Hey, there," cried the stranger.
2. "Why not?" demanded Jean-Marie.
3. "Two horrible sneezes!" he lamented.
4. "Why, if all the wood I have sawed in my life was gathered together, it would make a fine forest," Jean-Marie shouted back.

Make a list of action words to use in place of *said*. They should tell *how* a thing was said.

## USING *LET* AND *LEAVE*

Jean-Marie said, "Just *let* him sneeze that out."

*Let* means *allow*. Read these sentences aloud:

1. "*Let* the messenger wait!" snapped the mayor.
2. The farmer begged, "Please *let* me come in!"
3. "Who *let* you out?" shouted the giant.

Do not use *leave* or *left* instead of *let*. *Leave* means *go away*, and *left* means *went away*. Read:

1. "Do not *leave* me," begged the child.
2. The dwarfs *left* in a great hurry.

Read each sentence aloud with the right word in it:

1. Will you (let, leave) me help you?
2. (Leave, Let) the dog have his dinner.
3. Who (let, left) the kittens in?
4. I (left, let) home before dinner.
5. (Let, Leave) Jack go with you.
6. (Let, Leave) the room quickly.

When you tell your story, be sure to use *let* and *leave* correctly.

## USING *HIMSELF*

Read these sentences:

1. Jean-Marie picked *himself* up.
2. He bethought *himself* of the stranger's words.

Do you say *himself*? It is wrong to say "hisself."

## TELLING YOUR STORY

Before you tell your story, it may be wise to read again the list of things your classmates like about a story. Some of them are on page 147.

Do you remember the rules for telling a story? Find them on page 40 and page 122.

## GIVING AND TAKING CRITICISM

As each story is told, the audience can help by looking right at the speaker and listening closely. A good audience helps to make a story good.

After you have told your story, would you like to ask the class how well you told it and how you may improve? You might ask questions like these:

Did I choose a good story?

Did I have an interesting beginning?

Did I stop too long, or say *and-a* or *well-a*?

Did I tell the parts in the right order?

Did I use good action words and good  
describing words?

Did I tell about lively happenings?

Did the characters talk enough?

Did I pronounce all words correctly?

Did I use any incorrect words?

When someone else tells a story, tell him why you liked it. If he asks you, tell him politely how he may improve.



## Review Practice

If you were told that you used incorrect words in your story, take the work on this page.

Never use a helper with *did*. Always use a helper with *done*. Read these correct sentences:

1. The poor man *did* as he was told.
2. "What *have* you *done*?" the father cried.

Use *those* (not "them") to point out. Read:

1. *Those* mice turned to six white horses.
2. Who could *those* strange little men be?

1. Read each sentence. Put in *those* or *them*.

1. "Who are \_\_\_? children?" asked the witch.
2. "I don't know \_\_\_," answered the farmer.
3. "\_\_\_ grapes are sour," said the fox.
4. Puss drew on \_\_\_ boots with a grand air.

2. Read each sentence aloud. Put in *did* or *done*.

1. Aladdin \_\_\_ as he was told.
2. "What have I \_\_\_, Uncle?" Aladdin cried.
3. "I have \_\_\_ no harm," said Mousie.
4. Who \_\_\_ this wicked deed?

3. Write each sentence. Put in the right word.

1. "I haven't (any, no) key," said the lad.
2. The king doesn't have (no, any) well.
3. The two brothers (was, were) afraid to stay.
4. (Wasn't, Weren't) you afraid of the storm?

## A STORYTELLERS' CLUB

If you enjoyed your Story Hour, perhaps you would like to have a Storytellers' Club. Then you could have more good times in Storyland. Here are some questions for you and your teacher to discuss: What shall we call our club? How often shall we meet? What officers do we need?

I. As good names for your club are suggested, write them on the blackboard, like this.

*Our Story Club*  
*The Jolly Storytellers*

Then vote to see which is the favorite.

II. Talk over the officers you need. Do you need a president, a vice-president, and a secretary? When you decide, talk over the duties of each officer.

III. Hold your election. Let the class suggest several names for each office. Before anyone suggests a name, he should think hard about what the officer has to do, and whether the girl or boy he wishes to suggest can do those things well.

When two or three persons have been suggested for president, ask them to leave the room. Then vote on the names by raising hands. The one who has the most votes wins the election. Do the same in voting for any other officers you decide to have.



## HOLDING A CLUB MEETING

Ted Hope was president of the Story Club in his class. This is the way he began the first meeting:

*President.* Please come to order. (*The class quieted down and looked at Ted.*) The first thing we must do is to choose committees. What committees do we need?

*Jack (rising).* Mr. President.

*President.* Jack Day.

*Jack.* I think we need a Program Committee first to plan our programs.

*President.* How many agree with Jack? (*All the children raised their hands.*) I'll appoint Susan, Jack, and Anne on the program committee. Susan will be the chairman.

*Dotty (rising).* Mr. President.

*President.* Dotty Barnes.

*Dotty.* I think we need a Book Committee, because we haven't many storybooks. A committee could ask the public library to send us some.

*President.* That's a good suggestion, Dotty. How many agree that we need a Book Committee? (*All the children agreed. So the president appointed the Book Committee.*)

I. What did Jack and Dotty do when they wished to speak? When did they start to speak?

In a good meeting, no one speaks without rising and waiting for the president's permission to speak.

If two persons rise at the same time, the president must decide which one may speak first.

II. Before the first meeting of his club, Ted had decided that they needed committees. Help your president by making a list of things to be done.

## WRITING A NOTICE

Susan put this notice on the bulletin board.

*Program Committee, Attention!*

*The program committee of the Jolly Storytellers will meet Thursday at 3 P. M. in our room. Please come with good suggestions for interesting programs.*

*Susan Day, Chairman*

I. Did Susan tell *who* were to meet? Did she tell *when*, *where*, and *why* they were to meet?

II. Susan's notice is a paragraph. Did she indent the first line? Did she keep her sentences apart?

III. Did she use capital letters and punctuation marks correctly? Did she spell each word correctly?

IV. Look at the abbreviation. What does it stand for? How would you write ten o'clock in the morning?



## *Practice in Spelling*

1. Here are some words you may need to use if you write a notice for your club. Learn to spell them correctly.

committee

election

program

chairman

president

stories

report

secretary

suggestion

2. Write six sentences using six of the words above. Have two statements, two questions, and two commands. Spell the words correctly.

## *Practice in Writing a Notice*

1. Before you put a notice on the bulletin board, check it to see that you have made no mistakes.

Here is a notice that Rosa wrote. Check it and find the mistakes. Then write it correctly.

### *Good news for everyone*

The public library has sent us three books of folk tails. They are in are library. On the storybook shelf. They are full of good storys you will have fun with them.

The Library Committy

2. Pretend you are chairman of the Program Committee. Write a notice telling the class that the stories for the next club meeting must be Mexican folk tales. Use the notice on page 155 as a model. When you finish, check your notice carefully.



## A COMMITTEE REPORT

After the Program Committee had held its meeting, Susan gave the following report to the club:

Mr. President and Club Members:

The Program Committee had its first meeting on Thursday. We made plans for the programs for the first four meetings. Here they are:

- Nov. 9 - Folk tales from many lands
- Nov. 23 - Thanksgiving play
- Dec. 7 - History stories
- Dec. 21 - Christmas stories

Before each meeting there will be a notice on the bulletin board to remind you.

After Christmas we shall have another meeting to decide more programs. Anyone who has suggestions can give them to us.

I. Tell what you liked about Susan's report.

How does it show that the committee had done good work?

II. If you are on a committee, remember that the committee must make a report to the club about what you have done. It is a good plan for all the members to help plan the report. Then the chairman can give it at the next meeting.

## AN ADVENTURE STORY

At one meeting, the children told stories of their experiences. Here is the story Don told:

### MY MOST EXCITING ADVENTURE

The hurricane last fall gave me the scare of my life. My sister and I were home alone in our beach cabin. The wind blew so hard it made our cabin tremble.

Pretty soon the water from the bay began to flow up on land. By the time it reached our doorstep, Betty and I were really scared. When it began to flow into our room, I knew it was time to do something.

"Climb up on the dining table, Betty," I said. "I'll get the boat."

Dad had put my boat up on a rack in the garage for the winter. So I swam down to the garage, pulled the boat into the water, took the oars off their pegs, and rowed back to the house. I steadied the boat by holding on to a porch post, and Betty waded out and climbed in. It was lucky that we both had on our play suits, for we got soaking wet.

I shifted the boat around to the side of the house. Then I tried to row across the street to Mrs. Brown's house, which was on high ground with a wall around it. Mrs. Brown



threw me a rope and pulled the boat across the current. Then she crawled down to the wall on all fours, for no one could stand up in the wind. She held the boat steady while Betty and I climbed out.

When Father finally came around in a launch to see what had happened to us, you can believe he was glad to see us on Mrs. Brown's porch.

I. Did Don choose an interesting experience? Did his first sentence make you wish to hear his story? Did he tell the steps of his story in the right order? Did his last sentence make a good ending?

What other things about Don's story do you like?

II. Make a set of rules about how to tell a story of your own experiences.

## SHARING YOUR OWN EXPERIENCES

Think of an experience that you could share with your club members. Here are some suggestions:

- The worst storm you were ever in
- The biggest fish you ever caught
- The best picnic you ever attended
- The best kite or airplane model you ever made
- The funniest motion picture you have seen
- The longest hike you have ever taken
- The funniest thing your pet does
- The queerest pet you have ever had
- The finest surprise you have ever had
- The best thing you ever cooked

Choose your experience and prepare to tell your story. Turn to page 148 and follow steps 2 through 7.

## BEGINNING SENTENCES IN DIFFERENT WAYS

Look at the sentences in Don's story. Do many of them begin with *I*? Here are some of his sentence beginnings: *Pretty soon*, *By the time*, and *When it began*. Find others. When you prepare your story, plan to begin your sentences in different ways.

## USING CORRECT WORDS

When you tell about your own experiences, are you careless in your use of words? Do the exercises on the next page before you tell your story.

## USING KNEW AND KNOWN

Read these sentences:

1. I *knew* it was time to do something.
2. Champ was the bravest dog I *have* ever *known*.

Use a helper with *known*, not with *knew*.

Never say “*knowed*” for *knew*. Never say “*have knowed*” for *have known*.

Read each sentence. Put in *knew* or *known*.

1. None of us \_\_\_?\_\_\_ the ice wasn't safe.
2. No one has ever \_\_\_?\_\_\_ of a worse storm.
3. Old Teddy \_\_\_?\_\_\_ someone was in the cave.
4. Mother \_\_\_?\_\_\_ my secret before I told her.
5. I have always \_\_\_?\_\_\_ how to swim.

### Review Practice

Read each sentence and put in the right word:

1. Let Harry and (me, I) pass the ballots.
2. Beth has (wrote, written) a good notice.
3. Jud told his story very (good, well).
4. Will you (leave, let) me give the report?
5. Bunny had (ate, eaten) all the lettuce.
6. The giant mumbled to (himself, hisself).
7. (May, Can) I tell my story next?
8. We (drew, drawn) the boat up on the beach.
9. Jane and (I, me) called loudly for help.
10. Sam had (drew, drawn) me for a partner.

## Sentence Practice

1. All these sentences begin with *I*. Improve them by putting the underlined words first. Then give the new sentence aloud.

1. I work on my stamp book every evening.
2. I reached the lake in a very short time.
3. I locked the door without giving Tom a thought.
4. I found Betty just in the nick of time.
5. I waited for Bob for two long hours.

2. Change each sentence around so that it does not begin with *I*. Then write the sentence you make.

1. I pulled out the fish with a mighty jerk.
2. I tended that garden day after day.
3. I followed the bear's tracks for nearly a mile.
4. I got back to camp just as the bugle blew.
5. I ran out before anyone could speak.

Check each of your sentences. Did you begin and end it correctly? Does the sentence make sense?

3. In each pair of sentences, tell which is the more interesting beginning for a story:

1. I went fishing one day last summer.  
The biggest fish I ever caught nearly pulled me overboard.
2. One day I had a big scare.  
You can imagine how I felt when a bear walked into my tent one day.



## MAKING UP A STORY

Your Program Committee should plan for a time when girls and boys may read or tell stories that they have made up.

Before you try to make up a story, think of the kind of story you like best. Think where it happened, who the chief characters were, what were the most interesting things that happened, and why you liked the story.

I. Now make a list of your ideas for a story you wish to make up. In your list, tell (1) where it happened, (2) who the chief character is, (3) what he will do or what will happen to him, (4) what the surprise or exciting part will be, (5) how the story will end.

If you try to write a story before you think over these things, it will wander on and on and become uninteresting.

II. Next, think through your whole story. Then make a list of the main steps.

III. Write your story or practice telling it. Keep it short. Make the characters talk. Use good describing words and good action words. Have an interesting beginning and ending.

IV. If you write your story, check it after you finish. See that each sentence makes sense and that it begins and ends right. See whether the first line of each paragraph is indented.

## WRITING A CONVERSATION

Here is a conversation from a story Barbara wrote.

*"Let me out!" begged the fairy.  
"Where are you?" asked Bob, as  
he looked around the room.  
"I'm under the teacup," answered  
the fairy in a voice like a  
tinkling bell.*

Words spoken by someone make a *quotation*. Read the quotation in each sentence.

These marks (" ") are *quotation marks*. They show what the speaker said. Always put quotation marks before and after a quotation.

Why is there an exclamation point after the first quotation? Why is there a question mark after the second quotation?

The third quotation does not need an exclamation point or a question mark. So a comma is placed at the end to separate the quotation from the rest of the sentence.

The punctuation mark after a quotation must come before the second pair of quotation marks.

If you write your story, be sure to use quotation marks and other punctuation marks correctly.

### *Practice with Quotations*

1. Write each sentence. Put quotation marks where they belong.

1. Let me out! squeaked the mouse.
2. Where are you? asked Tom.
3. I am in your pocket, answered the mouse.

2. Write each sentence. Put the right punctuation mark after each quotation.

1. "What is that stick " asked the farmer.
2. "This is my wand " answered the dwarf.
3. "Don't you bewitch my cow " shouted the farmer.

### *Choosing Good Words*

1. Write each sentence. Put in a good describing word.

1. Hans stopped at the door of a \_\_\_?\_\_\_ hut.
2. The lion's \_\_\_?\_\_\_ roar scared the mouse.
3. Buttercup's dress was made of \_\_\_?\_\_\_ gold.
4. The \_\_\_?\_\_\_ soldier took the lost boy home.

2. In each sentence the action word is underlined. Think of a better word that tells *how* the person acted. Then write the sentence with that word in it.

1. Tom looked at the dwarf.
2. The rabbit walked out of the garden.
3. Mary saw a pair of bright eyes peeping out.
4. The old man went down the dusty road.

## PLANNING A RADIO PROGRAM

Would you like to give a radio program of stories? If you would, have a club meeting and discuss these questions: When shall we have our program? Whom shall we invite for an audience? Who should be the announcer? How shall we choose the stories and storytellers? What committees do we need?

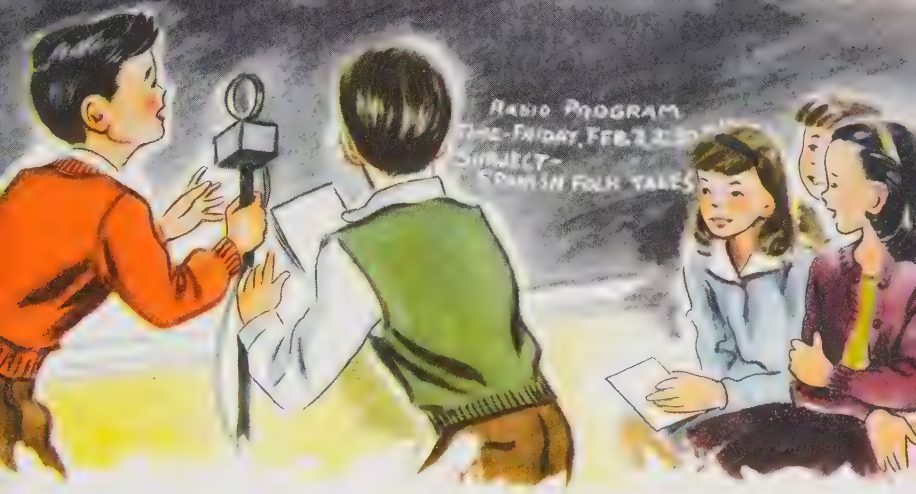
After you decide these questions, choose your committees. Here are some suggestions for them:

I. The picture shows how one committee made a microphone for a radio program. You need a broomstick sawed to the right height, a block for a base, and a box and small tin lid to make the microphone.

II. Your invitation committee may plan an invitation like this one.

The boys and girls of Miss Daw's class in the Park Hill School will give a Radio Story Hour on Wednesday, January 13, at two o'clock. The program will be given in Room 14. You are invited to attend.

Does the invitation answer the questions: *Who? What? When? Where?* In writing your invitation, be sure to answer these questions.



III. Your announcer may be your club president, the chairman of your Program Committee, or some other boy and girl you choose. Choose someone who is able to do these things:

1. Plan a good short opening speech.
2. Keep things moving on time.
3. Introduce each storyteller.
4. Speak clearly so that all can hear.

The Program Committee should give the announcer a copy of the program. The program should name each storyteller, give the title of his story, and the number of minutes it will take to tell the story.

IV. Each storyteller must be well prepared, so that he can tell his story without stopping and can make it very interesting. He must keep his mouth right before the microphone but not touch it. He must speak each word distinctly, sounding the beginning and ending sounds.



## HOW WELL DO YOU REMEMBER?



If you make a mistake in any test, take the practice on page 169 with the same number.

TEST I. Write each sentence. Put in *knew* or *known*.

1. No one \_\_\_?\_\_\_ what to do.
2. How long have you \_\_\_?\_\_\_ Tom?
3. Sue \_\_\_?\_\_\_ she had made a mistake.
4. I had never \_\_\_?\_\_\_ a braver boy.

TEST II. Write each sentence. Use the right word.

1. Please (let, leave) me read my story.
2. Did you (let, leave) your book at home?
3. (Leave, Let) the child stay here.

TEST III. Write the following sentences. Put in the quotation marks.

1. This is a lovely place, said Anne.
2. It is my garden, said the fairy.

Write these sentences. Put the right punctuation mark after the quotation.

3. "How lucky I am " cried Anne.
4. "Will you stay here " asked the fairy.

TEST IV. In this sentence one word is not spelled right. Write the sentence and correct that word.

David made hissself a new kite.



## IF YOU NEED HELP

PRACTICE I. A. On page 161 read about *knew* and *known*.

B. Write each sentence. Put in the right word.

1. I have never (knew, known) a dog like Jip.
2. No one (knowed, knew) the secret password.

C. Write a question. Use *known* in your question.

D. Write a statement. Use *knew* in it.

PRACTICE II. A. On page 149 read about *let* and *leave*.

B. Write each sentence. Put in *let* or *leave*.

1.   ?   the book on the table.
2.   ?   me see your poster.
3. Did you   ?   your cap at home?
4. Did you   ?   Tommy in?

PRACTICE III. A. Read page 164.

B. Write these sentences. Put in quotation marks.

1. Come here! roared the giant.
2. Please don't hurt me, begged the lad.

C. Write these sentences. Put the right mark after each quotation.

1. "May I go with you " asked Anne.
2. "Yes, you may " said her mother.

PRACTICE IV. A. Always say *himself*, not "hisself."

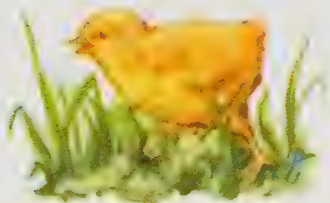
B. Write a question. Use *himself* in it.

C. Write a statement. Use *himself* in it.



# Unit Six

## OUR OUTDOOR FRIENDS



### READING TO FIND OUT

Here is a story about some interesting wild friends. You will enjoy it. As you read it silently, see how many ways these creatures had of protecting themselves from danger. If you are a good reader, you can find six ways.

#### THE PARTRIDGE FAMILY

Down the side of Taylor's Hill Mother Partridge (Par'tridge) led her baby chicks toward the meadow and the sparkling brook. The little partridges were only one day old, but they were already quick on foot, and their mother was taking them for the first time to drink.

Mother Partridge walked slowly, for the woods were full of enemies. From her throat came a soft "Cluck." It was a call to the little balls of down, who came toddling after her on their tiny pink legs. They peeped softly if they were left even a few inches

behind. There were twelve of them, but Mother Partridge watched them all. She also watched every bush and tree, and the whole woods, and the sky itself.

Always this mother was looking for enemies, and an enemy she found when she reached the edge of the wooded slope. Across the meadow she could see a fox. He was coming toward her and her brood, and in a few moments would be close enough to catch their scent in the wind. The mother partridge knew there was not a minute to lose.

“Krrr! Krrr!” (Hide! Hide!) cried the mother in a low voice; and the tiny partridges, hardly bigger than acorns and only one day old, scattered a few inches apart to hide themselves. One hid under a leaf, another ran between two roots, a third crawled into a hole, and so on, until all were hidden but one. This one could find no hiding place; so he squatted on a broad, yellowish-brown chip of wood and lay very flat and still. Then he closed his eyes tight, feeling sure that now he was safe from being seen. And he was nearly right; for he looked almost like the chip itself. One by one the little partridges stopped their frightened peeping, and all was still.

Mother Partridge did not wait for the fox to reach the spot where her twelve little ones were hiding. This wise mother flew straight toward the beast and dropped a few yards to one side of him. Then she flung herself on the ground, flopping as though lame





— oh, so lame — and whining like a puppy. By pretending that she was lame, she was going to lead Mr. Fox away from her babies, and then fly away from him herself.

Delighted to see a partridge beside him, the fox sprang at the bird. But when he was almost sure he had caught her, she flopped just a foot or so out of his reach.

He followed with another jump and would have caught her this time surely, but somehow a little tree came between them, and the partridge dragged herself away and hid behind a log. He snapped his jaws and bounded over the log, while she made another forward jump and tumbled down a bank. The eager fox almost caught her tail, but strange as it seemed, the faster he ran and leaped, the faster she seemed to go.

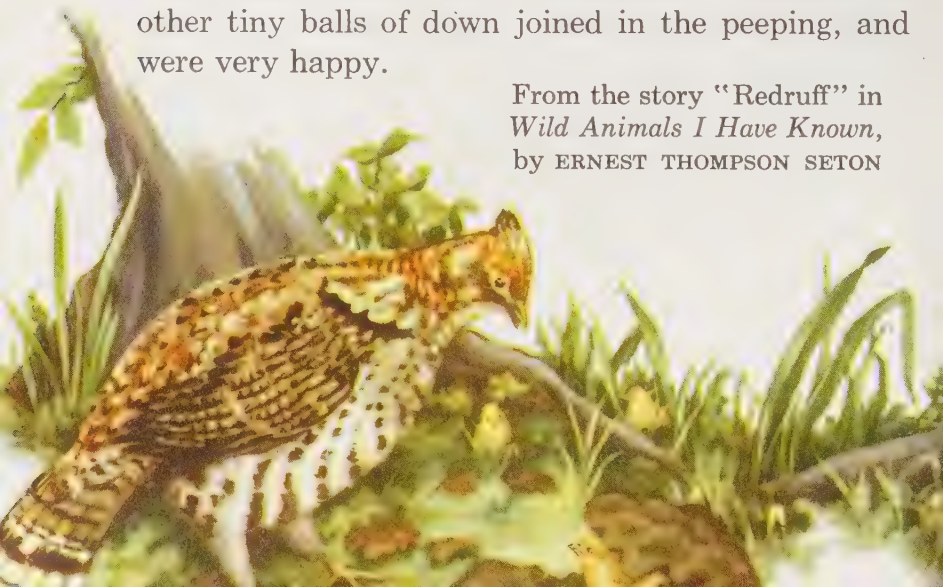
To the fox it was more than surprising! He could hardly believe that in five minutes he, the swift-footed fox, had not caught a bird whose wing appeared to be injured.

Mother Partridge seemed to get stronger as the fox followed swiftly. After a quarter of a mile of racing — that was all away from Taylor's Hill — the bird suddenly rose with a whirr and flew off to some thick bushes that lay at quite a distance from the hill. Then the fox knew that he had been made a fool of, and walked away.

Mother Partridge flew back to the little fuzz-balls she had left hidden in the woods. She went to the very grass-blade she had last stepped on. There she stood for a moment, pleased at the perfect stillness of her children. Even at her step not one of them stirred. The little fellow on the chip only closed his eyes a tiny little bit harder, till the mother said,

“K-reet!” (Come, children!) At once every hiding place gave up its little baby partridge. The wee fellow on the chip opened his eyes and, with a sweet little “peep, peep,” ran to his mother. Then all the other tiny balls of down joined in the peeping, and were very happy.

From the story “Redruff” in  
*Wild Animals I Have Known*,  
by ERNEST THOMPSON SETON





I. Did you find six ways in which the partridges kept themselves from harm? If you did, list them. If not, here are some questions to help you.

1. How did the mother keep her brood safely near her? What did a baby chick say if he was left behind? What did the mother say to warn her babies when she saw the fox? These are all *sound signals* that helped to protect the little family from danger.

2. What else did the mother do as she led her babies through the woods? Did you think of listing *sharp eyes* as a way of protection?

3. What two things did each baby do to keep from being seen? *Hiding* is a way of keeping safe. Lying or standing still is another. We call it *freezing*. Add *hiding* and *freezing* to your list.

4. How did the color of the babies' feathers keep them from being seen? When the color of a creature's fur or feathers helps it to hide from enemies, we say it has *protective coloring*. Add this to your list.

5. How did the mother fool the fox? List this way as *playing a trick* or *tricking the enemy*.

II. See whether your reader or your science book has stories that tell other ways in which animals protect themselves. Read the stories and add more ways to your list.

III. How many ways of protection do you now have on your list?

## FINDING GOOD WORDS

I. In "The Partridge Family" there are some good action words, such as *peeped*, *cried*, and *scattered*. If you have sharp eyes, you can find ten others. Read aloud the sentence in which you find each word.

II. Find some good describing words and the thing they describe, such as:

the *sparkling* brook

the *eager* fox

III. Try to explain the meaning of the underlined words in the following sentences:

1. They were already quick on foot.
2. Little balls of down came toddling after her.
3. He could catch their scent in the wind.
4. He squatted on a chip.
5. The bushes lay at quite a distance from the hill.

IV. What other new words did you find when you read the story? Use each of them in a sentence.

## USING THEMSELVES

Read these sentences:

1. The baby partridges hid *themselves*.
2. Most animals have ways of protecting *themselves*.

When you talked about animals, did you use *themselves* correctly? It is never right to say "their-selves." Always say *themselves*.

## READING MORE ANIMAL STORIES

I. Would you like to read more animal stories? Make a list of things you would like to know about animals, somewhat like this:

- Topic I.      How animals protect themselves
- Topic II.     Some queer animal homes
- Topic III.    How animals get their food

Each boy and girl may choose a topic from the list.

II. Find out what animal, nature, and science books you have in your room. Here are some picture books you might find in the public library:

*Animals Through the Year*, by Margaret W. Buck  
*American Animal Life*, by T. O. and E. W. Deming  
*The Book of Zoögraphy*, by Raymond L. Ditmars  
*Animals in the Sun*, by W. W. Robinson  
*Animals Nobody Knows*, by Ivan T. Sanderson

Here are some storybooks. If you will use the table of contents and the index, you may find some interesting facts about the topic you chose.

*A Child's Story of the Animal World*, by E. G. Huey  
*Now for Creatures!* by Shelby Shakelford  
*Our Small Native Animals*, by Robert Snedigar  
*Working with Nature*, by E. King and W. Pessels  
*The World of Animals*, by Mary B. Stephenson  
*First Lessons in Nature Study*, by Edith M. Patch

The books listed on page 55 will also be useful.

## USING AN ENCYCLOPEDIA

If you have an encyclopedia in school or in your home, you can learn about many animals. In the encyclopedia you may find some hard words, but often you can guess their meaning. Sometimes you may even skip them and still understand the main idea of what you read.

It is a good plan, though, to read a story in the encyclopedia with the help of someone else. If you read from the encyclopedia at home, ask your parents or an older brother or sister to help you with hard words and sentences. At school, ask your teacher.

If you have an encyclopedia, do these things:

1. In the volume with *O* on the back, look up *opossum*. Read about this animal and find some interesting things he does to protect himself.

2. In the *P* volume, look up *porcupine*. Find out how the porcupine protects himself.

3. Look up *weasel*. In which volume will you look? Find out what protects the weasel in winter.

4. In which volume will you find *armadillo*? Find out how this strange animal protects himself.



## *Encyclopedia Practice*

1. To find a topic quickly, you must know the order of the letters in the alphabet. Name or write these words in an alphabetical list:

raccoon	bear	deer	zebra
squirrel	fox	wolf	lizard

2. In the *S* volume of the encyclopedia, you will find all these names of animals. Write them in alphabetical order.

spider	seal	skunk	shark
scorpion	sloth	shrew	snake

3. From the encyclopedia, find out how these creatures protect themselves or their young: killdeer, walking stick, lobster, ostrich, grouse.

## *Practice with Words*

Write each sentence with the right word in it:

1. All the babies (was, were) hiding.
2. Not one of (those, them) babies could be seen.
3. The mother (has, has got) sharp eyes.
4. The babies (is, are) like balls of down.
5. The fox (run, ran) as fast as he could.
6. The mother (knew, knowed) she could fool the fox.
7. She did not (let, leave) the fox come near her babies.

## A WRITTEN REPORT

William found out some ways in which a woodchuck protects himself. He wrote this report:

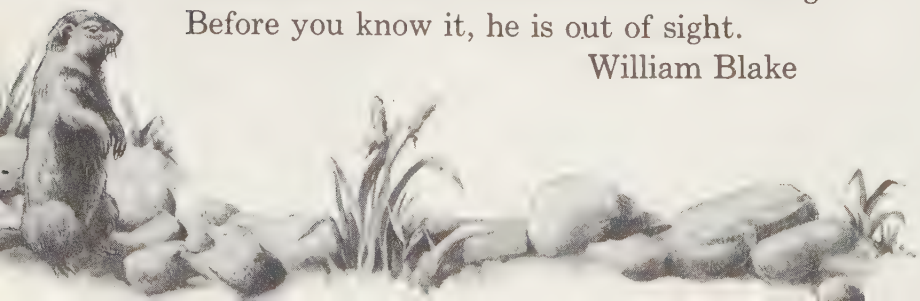
### SLY JOHNNY WOODCHUCK

A story in our reader tells how a woodchuck builds his house. He digs a tunnel underground and makes two or more doorways. One is near the garden or meadow where he gets his food. Another is under a rock pile or a stone wall where no one can find it. If an enemy comes in one door, Mr. Woodchuck can escape from the other.

The woodchuck has protective coloring. Often he will lie on the rock pile or stone wall near the door of his tunnel to sun himself. His color is brown, gray, and black, just like the rocks. He can sit so still that an enemy can't tell him from the rocks.

The woodchuck has a disappearing trick, too. Sometimes he sits in front of his door. If he hears someone coming, he doesn't turn around and scamper into his hole with his back to the enemy. He just seems to slide backward into his tunnel without moving. Before you know it, he is out of sight.

William Blake





I. If you think William had a good title for his report, tell why you think so.

II. How many paragraphs are there in his report?

What is the main topic of his first paragraph? Do you think it is *how the woodchuck builds his tunnel*? Do all the sentences keep to that topic?

III. What is the main topic of the second paragraph? the third paragraph?

IV. On the blackboard write the outline of William's report. Write the title first and use capital letters correctly. Then write topics I, II, and III. Begin the first word in each topic with a capital letter.

## SPELLING WORDS THAT SOUND ALIKE

In his report William used *two*, *too*, and *to*.

He said that the tunnel has "*two* or more doorways." What does *two* mean?

Read the first sentence in the third paragraph. Does *too* mean the same as *also*?

William also wrote "his back *to* the enemy." This *to* usually means *toward*.

Always think hard about the meanings of these words so that you will spell them correctly:

two (2)              too (also)              to (toward)

Find these three words in your dictionary. Read their meaning. When you are not sure which of these words to write, use your dictionary.

## DON'T AND DOESN'T

William wrote, "He *doesn't* turn around."

*Doesn't* is a contraction of *does* and *not*. *Don't* is a contraction of *do* and *not*.

You must always say:

- |  |  |
|--|--|
| 1. She <i>does</i><br>She <i>doesn't</i> | 3. He <i>does</i><br><i>Doesn't</i> he     |
| 2. <i>Does</i> she<br><i>Doesn't</i> she | 4. Mary <i>does</i><br>Mary <i>doesn't</i> |

It is right to say:

- |                                  |                                      |  |
|----------------------------------|--------------------------------------|--|
| 1. I <i>do</i><br>I <i>don't</i> | 2. You <i>do</i><br>You <i>don't</i> | 3. The boys <i>do</i><br>The boys <i>don't</i> |
|----------------------------------|--------------------------------------|--|

### Practice with Don't and Doesn't

Think whether to use *don't* or *doesn't* in each sentence. Then read the sentence aloud with the right word in it.

1. Sue \_\_\_?\_\_\_ belong to the committee.
2. \_\_\_?\_\_\_ Bob write well?
3. I \_\_\_?\_\_\_ find any mistakes in Mary's report.
4. \_\_\_?\_\_\_ you wish to draw a picture for your report?
5. This sentence \_\_\_?\_\_\_ belong in the paragraph.
6. It \_\_\_?\_\_\_ keep to the main topic.
7. Ruth \_\_\_?\_\_\_ check carefully.
8. \_\_\_?\_\_\_ she find all the mistakes?

## WRITING YOUR REPORT

Have you read interesting facts about some animal? You may have read about ways of protection, or of getting food, or of building homes. Plan a report of what you read. When you plan and write your report, remember to do these things.

### HOW TO WRITE A REPORT

1. Choose a good title.
2. Make an outline of the main topics.
3. Have one paragraph for each main topic.
4. See that each sentence in a paragraph keeps to the topic.
5. Begin sentences in different ways.
6. Choose good describing words and good action words.

I. Plan a time when all of you read your reports aloud. If the class enjoys the reports, you may wish to make a class book about animals. The book might have a chapter for each topic you listed.

II. Choose a committee of editors to read all the reports. The editors must see that each report is well written and that it has no mistakes.

Before you hand your report to the committee, read the lesson on page 184.

## CHECKING YOUR REPORT

Before handing your report to the committee of editors, check it. Use these questions as a guide in checking.

### QUESTIONS FOR CHECKING A REPORT

1. Are there good margins at the left, right, top, and bottom?
2. Is the writing good?
3. Are capital letters used correctly in the title?
4. Is the first line of each paragraph indented?
5. Do the sentences in each paragraph keep to the topic?
6. Does each sentence make sense?
7. Does each sentence begin and end correctly?
8. Is every word spelled correctly?
9. Are any words used incorrectly?

If you find any mistakes, correct them as neatly as you can, or make a new copy of your report. If you wish to be very sure that you have no mistakes in your report, ask a classmate to check it by the questions above.

Draw or paint a picture of the animal you told about in your report.



## *Practice in Checking*

1. Here is one paragraph of Beth's report. Beth did not begin and end all her sentences correctly. Twice she forgot to use an apostrophe to show ownership. She spelled two words wrong.

Write Beth's paragraph. Correct her mistakes.

The rabbits ears are very sharp he can hear an enemy coming near. he can smell an enemy, to. Have you every noticed how a rabbits nose twinkles all the time. that is because he is always sniffing the air.

2. Ted was careless with his sentences. He cut off parts of two sentences and wrote the parts like sentences. He did not keep all his sentences apart.

Read his paragraph and find the mistakes. Then write his paragraph correctly.

The rabbit can run very fast. When he hears or smells danger. His hind legs are very strong they carry him over the ground very fast. He can protect himself. By running away from danger.



## UNNECESSARY WORDS

Harold was one of the editors. He handed John's report back and told him he had made a mistake.

John looked over his paper and found this sentence.

*The woodchuck ~~he~~ gives a shrill whistle.*

"Why did you cross out *he*?" John asked Harold.

"It is an unnecessary word," explained Harold.

"You don't need both *woodchuck* and *he*."

In each sentence below, find the unnecessary word. Read the sentence and leave out that word.

1. Skunks they are not timid.
2. The snake it was a big rattler.
3. The spider she spins a web to catch flies.
4. The deer he fights with his horns.

### Practice

Write each sentence and leave out the unnecessary word:

1. The beaver he has strong teeth.
2. His teeth they are sharp as chisels.
3. His tail it is broad and flat.
4. The beaver he uses his tail as a rudder.
5. The beaver he has two homes.
6. His winter home it is built in a stream.
7. His summer home it is a cave in the bank of the stream.



## Paragraph Practice

1. One sentence in Anne's paragraph does not keep to the topic. Find that sentence. Then write the paragraph and leave that sentence out.

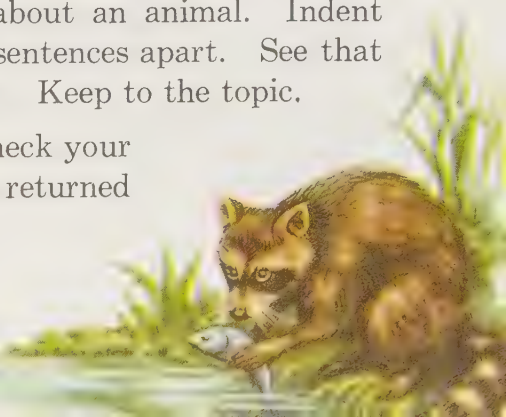
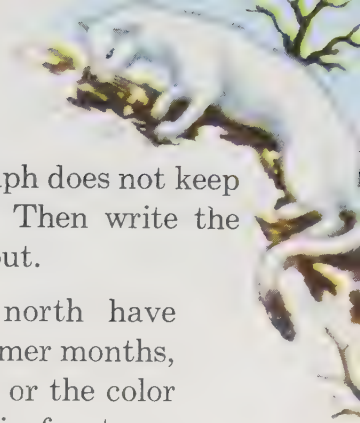
The weasels that live up north have protective coloring. In the warmer months, their fur is brown like the earth or the color of tree trunks. In winter their fur turns white like the snow. Some rabbits turn white in winter, too. When the weasel's fur turns white, the tip of his tail is black.

2. Tell the main topic of this paragraph:

The raccoon is a very careful eater. When he catches a frog or a fish, he washes it again and again before he eats it. Then he takes it in his paws, tears it daintily apart, and eats a small piece at a time. When he eats a turtle egg, he makes a tiny hole in it. Then he sucks the egg from the hole.

3. Write a paragraph. Tell an interesting thing you have read or heard about an animal. Indent the first line. Keep your sentences apart. See that each sentence makes sense. Keep to the topic.

4. Ask a classmate to check your paragraph. When he has returned it, be sure to correct all the errors he marked.



## MAKING A CHART

You are learning more and more about animal ways. It is a good plan to put your facts in order so that you can remember them. One way to do this is to make a *chart*.

Here is a chart one class made of the information they gathered about how animals protect themselves against their enemies.

HOW ANIMALS PROTECT THEMSELVES			
Sound Signals	Bad Odors	Sharp Claws	Horns or Antlers
woodchuck lion hyena beaver	skunk weasel	tiger wildcat hawk	goat rhinoceros deer moose antelope

I. Choose three committees to make three charts. The first can show how animals protect themselves; the second, how animals build their homes; the third, how animals get their food. Use large sheets of cardboard for the charts. Have as many columns as you need on each chart.

II. Perhaps you will need another committee to check each chart to see that all words are spelled correctly and that capital letters are used correctly.

## MAKING YOUR CLASS BOOK

By this time you have many stories for your book.

Decide whether you want these parts in the book: *Cover, Title Page, Table of Contents, and Illustrations* (pictures). Choose a committee to prepare each part of your book.

The cover committee should meet with your art teacher and plan an interesting and artistic cover for your book.

The title page committee should look at other books and see what to put on your title page.

The table of contents committee should group the stories of one kind together, like this.

### Table of Contents

Chapter I. How Animals Protect Themselves	1
Chapter II. Different Animal Homes	25
Chapter III. How Animals Get Their Food	32

The illustrations committee should choose the best pictures drawn or painted by the boys and girls.

When all parts of the book are ready, punch holes through the pages and the cover at the left, and tie them with silk cord or a piece of ribbon.



## HELPING OUTDOOR FRIENDS

In winter, when snow lies deep on the ground in our Northern states, birds and animals often suffer for want of food and water. What can you do for winter birds at such a time? Talk over these questions and suggestions:

I. Put crumbs on a window sill. During the warmer part of the day, set out a pan of water for the birds. What else might you do?

II. Have you ever made a feeding tray or feeding station for birds? Plan to tell the class how you made it.

III. Have you ever hung out a suet bag for birds? Plan to tell the class how you did it, and where you put it.

IV. In fall, flocks of Northern birds fly long distances and reach the South tired and hungry. Often water birds come down on a pond where they cannot find food. If you live in the South, what can you do for them?

V. How can you plan ways for getting others interested in helping the birds? You might give a program for your school assembly. You might have a program in your classroom and invite another class. Discuss what you wish to do.



## READING DIRECTIONS

Dan had built a feeding station for winter birds. Its picture is on this page. He told the rest of the class how to make one. Here are his directions:

### How to Make a Feeding Station

Get a wooden box from the grocery.

Put the box on its side with the open side to the front.

Make perches by nailing two or three sticks under the floor along the open edge.

Inside, on the back wall, nail a hook for suet.

Against each side wall, fasten a shallow box for crumbs and seeds.

On the floor, at the back put a small pan for water.

Think what you would do to follow each of Dan's directions. Are these directions clear? Did Dan tell the steps in the right order? Did he tell all the necessary steps? Is each direction a command?

Try to make a winter feeding station. Follow Dan's directions. See whether they "work."

## GIVING DIRECTIONS

Perhaps you can give the class directions about how to make a birdbath, or a birdhouse, or a feeding tray. If you do, follow these rules.

### HOW TO GIVE DIRECTIONS

1. Make each direction very clear.
2. Tell the steps in right order.
3. Be sure to give every step.

### *Practice*

Grace gave these directions. Read them and think which step is out of place.

#### How to Make a Suet Ball

Cut some string into pieces about twelve inches long.

Tie the pieces together to make a net of them.

Pull the corners together and tie them to make a bag.

Hang the bag on the limb of a tree.

Fill the bag full of suet.

- I. Write Grace's directions in the right order.
- II. Use them to make a suet ball for your yard.





## MORE THINGS TO READ ABOUT

1. Find out the date of National Bird Day. Make plans for celebrating it.
2. Find out the name of your state bird. Make a study of the bird.
3. Find out ways to protect birds' nests from cats.
4. Find a story about John J. Audubon. Read what he did for birds.

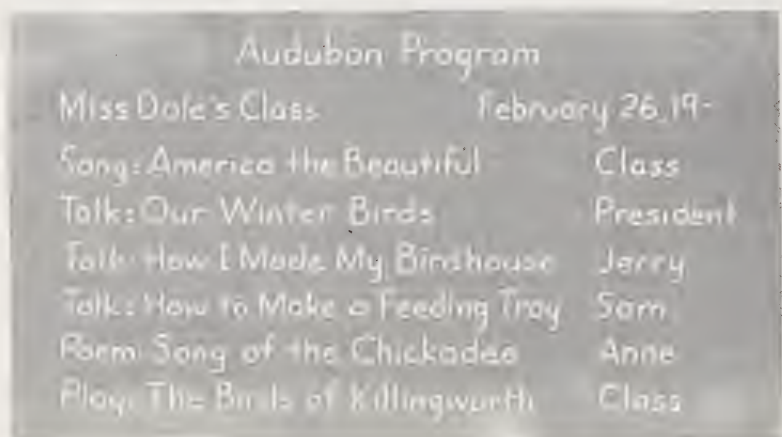
### *Review Practice*

1. Write each sentence. Put in the right word.
  1. John made that bird house (himself, hisself).
  2. He has (did, done) a good job.
  3. Baby birds can't feed (themselves, their-selves).
  4. (May, Can) we form a bird club?
  5. (John and I, I and John) will join it.
  6. We boys haven't (any, no) box.
  7. Please get a box for Dan and (me, I).
2. Read each sentence with the right word in it:
  1. Dan and (me, I) made this feeding tray.
  2. Jane gave those directions (well, good).
  3. Have the birds (ate, eaten) all the crumbs?
  4. I have (wrote, written) a bird story.
  5. Jane (drew, drawed) a picture of a snowbird.
  6. (Wasn't, Weren't) the birds eating the suet?
  7. These (aren't, ain't, isn't) rabbit tracks.

## PLANNING A PROGRAM

If you intend to have a bird program for guests, plan one that will not be tiresome. Have songs, a talk about something your class has made, a story about birds, a report on some interesting things your class is doing, a short play, or a talk about how everyone can help protect birds.

Plan your program long enough ahead of the date so that everyone who takes part can be well prepared. Have someone print the program on the blackboard, like this.



Audubon Program	
Miss Dole's Class	February 26, 19-
Song: America the Beautiful	Class
Talk: Our Winter Birds	President
Talk: How I Made My Birdhouse	Jerry
Talk: How to Make a Feeding Tray	Sam
Poem: Song of the Chickadee	Anne
Play: The Birds of Killingworth	Class

The name of the program as well as the name of the group giving it is listed. The time is stated. Some programs also include the place.

Each boy and girl should make a neat copy of the program, being sure to use capital letters correctly.



HOW WELL  
DO YOU REMEMBER?



If you make a mistake in any test, take the practice with the same number on page 196.

TEST I. Write each sentence. Use the right word.

1. Snails pull (themselves, theirselves) into their snells.
2. How do bees protect (themselves, theirselves)?

TEST II. Write each sentence. Use *don't* or *doesn't*.

1. The squirrel   ?   sleep all winter.
2. Some robins   ?   fly South in winter.
3. Why   ?   the snowbird get cold?
4. The chickadee   ?   mind the snow.

TEST III. Write each sentence. Leave out the word that is not necessary.

1. Some ants they build great hills.
2. The bear he lives in a cave.
3. The beaver's home it is made of sticks.

*Practice in Checking*

Write Grace's story and correct her mistakes:

How a turtle protects hissself

a turtle has got an easy way of protecting hissself he has got a suit of armor. It is his shell. When an enemy comes. He just pulls in his feet and head. He ain't afraid.

## IF YOU NEED HELP

PRACTICE I. A. Never say "themselves." The correct word is *themselves*.

B. Write each sentence. Put in the right word.

1. Animals can protect (themselves, themselves).
2. Deer protect (themselves, themselves) with horns.
3. Did the boys print the programs (themselves, themselves)?
4. The robins built (themselves, themselves) a nest.

PRACTICE II. A. Turn to page 182 and read about *don't* and *doesn't*.

B. Use *don't* or *doesn't* in each sentence:

1.   ?   Bob read the poem well?
2. This book   ?   have any bird poems.
3.   ?   you belong to the bird club?
4. Jane   ?   belong to the club.
5.   ?   she wish to join?

PRACTICE III. A. Turn to page 186 and read about unnecessary words.

B. Write each sentence and leave out the unnecessary word:

1. The King he had two sons.
2. The sons they were very proud.
3. The palace it was built of gold.
4. The Queen she was very beautiful.

## *Review Practice*

1. The words in each group will make a sentence if you put them together in the right order. Make a sentence of each group. Write the sentence.

1. nectar — the — gathers — bee — flowers — from
2. sucks — body — she — nectar — her — the — into
3. changes — honey — to — the — nectar
4. stores — the — bee — in — the — honey — beehive — the
5. food — the — is — bee's — honey — the

2. Write each sentence, using capitals correctly:

1. Yesterday aunt helen came home from canada.
2. On sunday mother read me some old chinese tales.
3. This year easter will come in april.
4. The audubon society was named after john j. audubon.

## *Practice with Quotation Marks*

Write each sentence. Put quotation marks where they belong.

1. I made a feeding tray, said Tom.
2. How did you do it? asked Jim.
3. I followed Joe's directions, said Tom.





# Unit Seven

## HOW YOUR COMMUNITY GREW



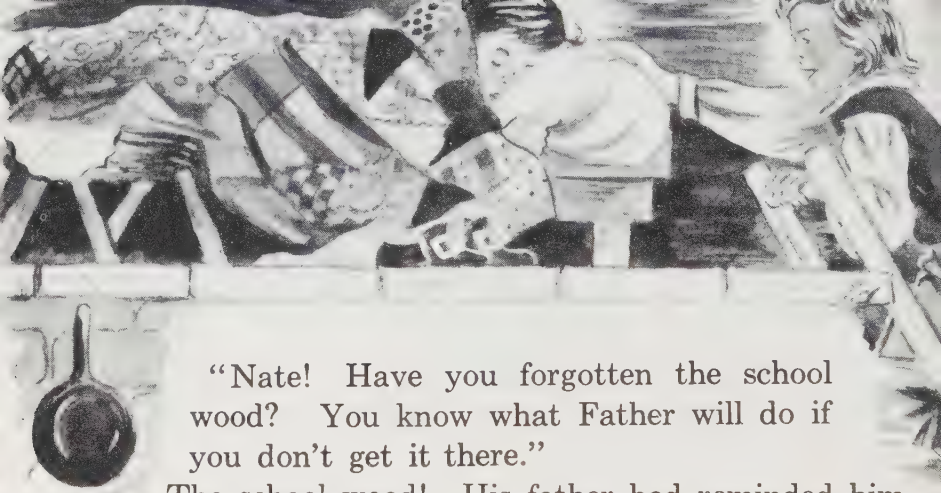
### READING A STORY OF EARLY DAYS

Have you ever wished that you had lived in the early days in our country? Stories of the early times are often very exciting and interesting, it is true. But read the following story about some New England children in colonial times. See whether you would really like to change places with Nate or his sister Martha.

#### MORNING CHORES

“Hi, Nate! Wake up!” Through a thick mist of sleep, Nathan Jeffries could hear his brother’s whisper and feel him shaking his shoulder.

Turning over on their straw bed in the cold loft, he opened one eye and saw a bright morning star shining through a wide chink in the wall. It was bitter cold. Nate wanted to snuggle down under the warm covers for a few minutes more. But Sam, six years older, was wiser. He gave Nate another shake.



“Nate! Have you forgotten the school wood? You know what Father will do if you don’t get it there.”

The school wood! His father had reminded him yesterday that it was their turn to provide the wood for the school his little sister Martha attended. A pupil whose family did not send their share of wood had to sit farthest away from the fire.

So now he gave one big leap out of bed into the middle of the freezing loft. He did not have to dress, for he slept in his clothes. He simply pulled on his clumsy boots and went quickly down the ladder to the big room. . . .

Nate knew that he would have to do his daily chores before he could take care of Martha’s wood. With a skillful hand, he made up the fire and swung a kettle of water on the crane over the flames. Then he opened the door of the lean-to at the rear of the big room, where food, kindling, supplies, and tools were stored. Small animals also were kept here during the coldest months — chickens, pigs, and even a couple of goats.

The little creatures crowded around him in a friendly way, but they would have to wait a moment. First he had to take a big armful of kindling and some logs to the fireplace in the big room. When he had done that, he returned to the animals in the lean-to and gave them their food. By this time, the water over the fireplace was hot, and he poured some into a bucket. He carried the bucket outdoors and poured the water over the base of the pump to thaw it out. When he was able to work the pump, he carried in enough water to fill all the household buckets and to water the animals. . . .

Working at top speed, Nate chopped the wood for the school and loaded it on the hand sled. When he came back into the house, six-year-old Martha was helping her mother put the last things on the table for breakfast. . . . Baby Charlotte, bundled up in many jackets and shawls, was toddling back and forth from the lean-to to the fireplace. At each trip she brought a large pine cone from the lean-to and placed it on the hearth. Two years old was none too early for a colonial child to learn that everyone has to do his share! . . .





Very little talking was done by anybody while they ate. The children did not speak at all. Mother dished out the porridge from a large wooden bowl onto wooden trenchers, or plates. Nate and Sam both ate out of one trencher, and Martha and Baby Charlotte ate out of another. Mother and Father had salt pork as well as porridge. . . . Salt pork for breakfast was only for grown-ups. Nate had a big wooden mug of hot milk, and that, with the porridge, was supposed to be enough. He would have liked a second helping, but he knew better than to ask for it.

The moment breakfast was over, Martha was bundled into her warm outer wraps. Nathan seized the hand sled, and the two children started out for Martha's school, which was a good mile away. . . . This was known as a "Dame School" or "Reading School." It was simply the widow's own home, where she taught a dozen little boys and girls their *a b c's* and a little reading. The little girls also began learning how to sew and knit. . . .



Nathan ran as fast as he could. The last notes of the warning bell had already died as he entered the school.

Schoolmaster Phipps had not yet begun the morning prayer. He was having trouble starting the fire. For one thing, the wood was damp. Then, when the wind blew from the north, as today, it blew all the smoke down the chimney.

Nate had a bright idea. He stood up from a rough plank bench and said, "If you please, sir, I noticed a lot of dry chips over by the Graffort place as I came by. May I go and get an armful? It would make a quick blaze, sir."

"Why, yes, huh-humph, huh-humph," said Mr. Phipps, coughing as more smoke blew in his eyes and mouth. Nate tore out of the schoolhouse and down the road to the spot where he had seen those dry chips scattered. . . . He picked up an armful of the kindling and then raced back to the school. . . .

In a few minutes a bright, crackling blaze had swallowed up the smoke. Mr. Phipps's eyes were still red, and he was blowing his nose, but he was now able to take charge of his school.



“Very good, Master Jeffries. Very good. Young gentlemen, you see the value of noticing and remembering what you see.”

At the schoolmaster’s praise in front of all the other boys, Nate felt his ears burn. He did not know where to look.

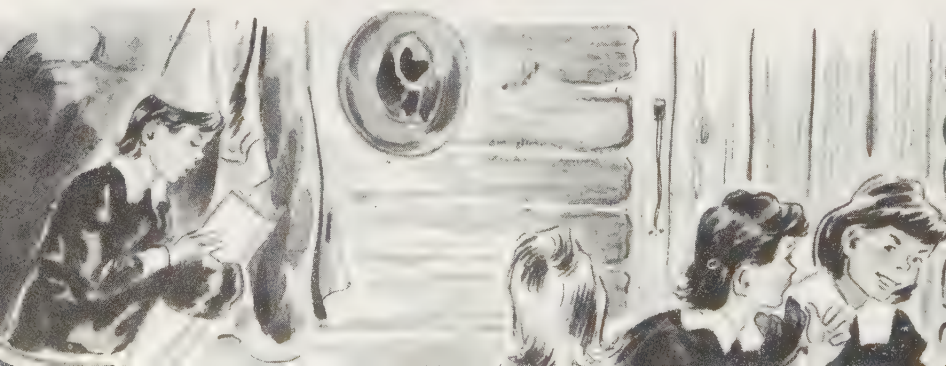
Across the bench, with his back to the master, his best friend, young Benjamin Crandell, made a face. “Teacher’s pet!” he whispered.

It was only a whisper, but Schoolmaster Phipps was used to listening for whispers. . . .

“So, Master Crandell,” he said. . . . “Suppose you wear the whispering stick for the next hour, young man.”

Nobody dared to snicker while poor Benjamin went forward. The master put in his mouth a large wooden gag, like a horse’s bit, from which hung a card with the words, “He Whispers.” The gag had cords in each end which tied behind the head to keep it firmly in the mouth. . . .

The rules of the school were strict, and no one ever knew when it might be his turn to wear the dunce cap, to stand in the corner with a heavy book on his head, or to feel the master’s birch rod on his back.





All day long, weary lessons dragged on. After Scripture came reading, then figures — that is, arithmetic — and then writing. . . .

At three o'clock Schoolmaster Phipps dismissed the class and the boys all started for their homes. They knew better than to linger or play on the way home from school. There were too many duties waiting for them as soon as they got home.

From *New England Colonial Days*,  
by MARCELLE LAVAL DUFFÉ

## DISCUSSING THE STORY

I. From what book was the story taken?

If you read the rest of the book, you will find that Nate lived in Portsmouth in 1689. How long ago was that? Portsmouth was a village in a part of New England which is now New Hampshire. The book also tells how Nate killed his first wolf and about some experiences with the Indians.

II. How old do you think Nate was? What did he do at home? Do most boys do those things today?

III. How was Nate's home different from yours?

IV. In what ways were the schools of Nate and Martha different from your school?

V. Have you read or heard any other stories about colonial times in New England? Tell what you know about the people who started our country.

## LEARNING NEW WORDS

As you read the story, did you try to master the new words? Here are some words from the story. Which ones are new to you?

loft	skill'ful	trench'er
chink	lean'-to	school'mas-ter
pro·vide'	crane	gag
clum'sy	hearth (harth)	dunce cap
chores	por'ridge	Scripture

I. Say each word after your teacher. Then talk over each word. Find the sentence in which it is used. Try to guess what the word means.

If you cannot guess the meaning of a word, find it in your dictionary. Read the meaning.

You may find two meanings for *chink*. One is "a small narrow slit or crack." The other is "a short sharp sound." Which meaning fits the sentence?

*Crane* also has several meanings. One is "a tall wading bird." Another is "an iron arm for holding a kettle over the fire." Which meaning fits the story?

II. Choose three words from the list. Write a sentence using each word. Read your sentences to the class. Ask them whether you used the word right.

III. Write one paragraph about something that children in early New England did. Try to use some new words you have learned.



## WRITING A STORY

Kay had read about the *dame schools* in early times. She wrote this story about them:

In old New England small boys and girls went to dame schools. The teacher was a woman, and the school was her home. Sometimes they were called kitchen schools, because the class often sat in the kitchen. It was the warmest room.

A dame school was not like a kindergarten. The children had to work and study. The dame would teach them the alphabet. The children had to learn Bible verses. They had to learn to read, too.

Have you read or heard something interesting about early times? If you have, write a story about it. If you haven't, read again the story on page 199. Find the part you like best and write a story about it.

When you finish, check your story. Use the questions on page 184.

## USING *TEACH* AND *LEARN*

Kay wrote these sentences:

1. The dame would *teach* them the alphabet.
2. The children had to *learn* Bible verses.

Who would *teach*? Who would *learn*? You *learn* what someone else *teaches* you. Read these sentences aloud:

1. My father will *teach* me how to swim.
2. I think I can *learn* in one lesson.
3. Mother *taught* me how to make fudge.
4. I *learned* how to make caramel fudge.

Always say *taught*, not "taached."

### *Practice*

1. Read each sentence. Think whether *teach* or *learn* belongs in it. Write the sentence correctly.

1. Please \_\_\_?\_\_\_ us how to play that game.
2. My father is going to \_\_\_?\_\_\_ me to skate.
3. \_\_\_?\_\_\_ to check everything you write.
4. You can't \_\_\_?\_\_\_ an old dog new tricks.

2. Think whether *taught* or *learned* belongs in each sentence. Then write the sentence.

1. Even a two-year-old was \_\_\_?\_\_\_ to help.
2. The girls \_\_\_?\_\_\_ to sew and to weave.
3. The father \_\_\_?\_\_\_ the boys to use a gun.
4. Mr. Phipps \_\_\_?\_\_\_ the boys reading, writing, and arithmetic.

## PLANNING A STUDY

There are forty-eight states in our great country. In your own state there was a beginning when white men first came to it. Do you know who they were? Why did they come? Where did they come from?

You live in a town or village, or near one. Can you tell how it started?

If you find that you do not know much about the early days, would you like to learn more about them? If you would, make a list of questions you wish to ask. Arrange them under topics, like this:

### Indians of This Region

1. What Indian tribes once lived in this region?
2. How did these Indians live?
3. Are any members of this tribe living in the state now?

### The First White People

1. What explorers came to this state? Why did they come?
2. Who were the first settlers? When did they come? Where did they come from?
3. What town did they settle?

Add another topic on *How Our Community Began*.

List your questions on the blackboard. Keep them to guide your reading.



## FINDING ANSWERS TO QUESTIONS

You may find answers to some of your questions by reading books. But think of other ways of finding facts. Here are some suggestions:

1. Is there a museum near you? It may have exhibits of Indian relics or of objects used in early times, or pictures of early homes and people. You can visit the museum and find answers to some of your questions.
2. Who are the oldest people in your community? They will be able to tell you about early times.
3. Who were the first members of your family to live in your community? They may have pictures, letters, clothes, or relics that will tell about early times.



## DISCUSSING COMMITTEES

If you will plan to divide the work among committees, no one will have to do too much. Talk over the committees you need. Perhaps you will need a committee for each of these tasks:

To list older citizens and call on them

To list old buildings and visit them

To find out what help the museum can give

To look over books in the class library and list those that will help

To visit the public library and borrow books that will help

As you discuss the kinds of committees you need, remember the rules for discussion on page 24. After you finish, decide whether you had a good discussion.

List the committees on the blackboard.

## PLANNING COMMITTEE WORK

The members of each committee should choose a chairman. The chairman must decide when to have a committee meeting to plan work.

Each committee must plan its work carefully. There may be telephone calls to make, letters to write, and visits to other places and people. Plan carefully for each thing, and do it as well as you can. The lessons in this unit will help you.

## VISITING THE PUBLIC LIBRARY

If you do not have many books that tell about the early history of your state or community, your library committee might plan a class trip to the public library. Before you go, make plans for the trip.

I. The committee should write a letter asking the librarian when you may come. They can use the letter on page 81 as a model.

II. The class should make a list of the questions you wish to ask, such as these:

1. If there is a Children's Room, what days and what hours may we use it?
2. How are the books in the Children's Room arranged?
3. May we borrow some books that tell the history of our state and community?
4. Where are the children's encyclopedias?
5. May we borrow pictures?
6. Are there any early maps of our state or community?
7. What must a child do to get permission to borrow books?
8. What are the library rules for conduct?

The librarian may talk to you about what you may do and see there. Ask her your questions. The chairman of your library committee may ask them.



## FINDING GOOD BOOKS

Here is a list of storybooks about boys and girls who lived in the early days. See whether any of them tell about your state or community.

*Away Goes Sally and Five Bushel Farm*, by Elizabeth Coatsworth (Maine)

*Treasure in the Little Trunk*, by H. F. Orton (New York)

*Children of the Prairie*, by A. B. Curtis (Iowa)

*Smiling Hill Farm*, by Miriam E. Mason (Indiana)

*Benjie's Hat*, by Mabel Leigh Hunt (North Carolina)

*Skippack School*, by M. de Angeli (Pennsylvania)

*Copper-Toed Boots*, by M. de Angeli (Michigan)

*Little House in the Big Woods*, by L. I. Wilder (Wisconsin)

*Little House on the Prairie*, by L. I. Wilder (Indian Territory)

*On the Banks of Plum Creek*, by L. I. Wilder (Minnesota)

*Log Cabin Family*, by Madeline Horn (Illinois)

Your library may have some histories of your state. In the last few years, authors have been writing state histories for school children. Here are some of them:

*Minnesota Grows Up*, by C. S. Painter and A. Brezler

*Our Missouri*, by Albert F. Elsea and Neil Moss

*California History*, by Margaret M. Kennefleck

*Our Iowa*, by Hubert L. and Hugh C. Moeller  
*Builders of the Keystone State*, by H. S. Alshouse  
*A Child's Story of Nebraska*, by C. O. Wilson and  
A. M. Cusack

Perhaps there is a children's history of your state.  
Ask your librarian about it.

## WRITING A BOOK LIST

Jack listed some books that tell about the early colonial days. Here is his list.

Young America, by Charles F. Horne  
and Olive Bucks

The Story of Our Republic, by  
Irving P. Foote

Boys and Girls of Discovery Days,  
by Carolyn Sherwin Bailey

The Early Colonies, by Mara L. Pratt

What rule about capital letters in titles did Jack follow? What rule about capitals for names of people did he use?

List three books on pages 214 and 215 that you would like to read. Be sure to copy titles and authors correctly.

## A LETTER OF REQUEST

If you are on a committee to find out about old buildings, you may need to write a letter asking permission to visit a building. On the next page is a letter that one committee wrote. Read the letter. Did the children make their request courteously? Is the first line of the body of the letter indented? Is each sentence clear? Does it make sense?

How many parts has the letter? Name each part.

If you need to write a letter asking a favor, use Jane's letter for a model.

## USING CAPITAL LETTERS

In the inside address of the letter, Jane began each part of the name *Newcomb Tavern* with a capital letter because it is the name of a public building. Look at the capital letters in these names:

Van Cortlandt Mansion	Hubbard Inn
Fuller Historical Museum	Westville Public Library
Philipse Manor	Weston House

Begin the name of a public building with a capital letter.

1. Write the names of three public buildings near you.
2. Give rules for the capital letters in Jane's letter.



Wallace Ward School  
Westville, Indiana  
March 12, 19-

Mr. Harold Thomas  
Newcomb Tavern  
Westville, Indiana

Dear Mr. Thomas:

A committee from our class  
would like to visit old Newcomb  
Tavern. We wish to learn how  
a pioneer cabin was built and  
furnished. Will you please let  
us know when we may come?

Yours truly,  
Jane White, Chairman

## SPELLING WORDS CORRECTLY

Jane used the word *know* in her letter. Did she spell it correctly?

The words *no* and *know* sound alike, but they are not spelled alike. You have to think of the meaning in order to know which spelling to use.

1. Tell which word to use here: I   ?   your name.
2. Tell which word to use here: I have   ?   time.

*Write* and *right* are also puzzlers.

1. Tell which word to use here: I will   ?   my story.
2. Tell which word to use here: This is my   ?   hand.
3. Tell which word to use here: That is the   ?   answer.

### *Spelling Practice*

1. *Write* each sentence. Put in the *right* word.
  1. We shall (write, right) a letter.
  2. Do you (know, no) the correct address?
  3. We have (know, no) envelope.
  4. Check each word to see whether you have spelled it (write, right).
  5. Put the stamp in the upper (write, right) corner of the envelope.
2. Write each sentence. Put in *to*, *too*, or *two*.
  1. We visited   ?   old buildings.
  2. My committee went   ?   the library.
  3. Is this book   ?   hard for us?

## Reviewing Correct Words

When you write a letter, or talk with older citizens, or discuss plans, or use the telephone, use correct words. If you need help in weeding out some bad habits of speech, take the exercises on this page.

1. Read each sentence. Put in the correct word.

*come or came*

1. The first settlers had \_\_\_?\_\_\_ from Massachusetts.
2. They \_\_\_?\_\_\_ to find land for farms.

*saw or seen*

3. Yesterday I \_\_\_?\_\_\_ the oldest house in this state.
4. Have you ever \_\_\_?\_\_\_ it?

*went or gone*

5. Paul has \_\_\_?\_\_\_ to the museum.
6. Have you ever \_\_\_?\_\_\_ to an Indian reservation?

2. Write each sentence. Put in the correct word.

1. James has (brought, brung) an Indian relic.
2. My father (knew, knowed) the first settler in this town.
3. Will you (let, leave) us call on you?
4. Pete made this model of a sod hut (hissself, himself).
5. The boys made (themselves, theirselves) a toy telephone.

## TELEPHONING A REQUEST

Barnard was on the committee to talk to older citizens. He telephoned to Mr. Nathan Long. Here is their conversation. Choose two children to read it aloud.

*Barnard.* Arden 0407, please.

*Mr. Long.* Hello. This is Mr. Nathan Long speaking.

*Barnard.* Hello, Mr. Long. This is Barnard Hill of Rock Creek School. A committee of four children from our class would like to call on you. We want to ask you about early days in our community. May we come?

*Mr. Long.* Yes, indeed, Barnard. I shall be glad to tell you children about the days when I was a boy.

*Barnard.* Thank you, Mr. Long. When may we come to see you? We can come any day after three o'clock.

*Mr. Long.* Suppose you come Friday at three-thirty, Barnard.

*Barnard.* Thank you very much, Mr. Long. We shall be at your house Friday at three-thirty. Good-by.

*Mr. Long.* Good-by, Barnard.

I. Did Barnard give the number courteously? What did Mr. Long say when he answered the telephone?

Why is it a good thing to tell at once who is answering the telephone?

Did Barnard tell at once who he was? Do you think he gave his message clearly?

II. Why was Barnard careful to set an exact time for the visit? Why did he repeat the time after Mr. Long gave it to him?

III. Who said good-by first? Is it right for the one who makes the call to say good-by first?

IV. How did Barnard show courtesy?

V. You may be asked to telephone a request. If you are, remember these suggestions.

#### HOW TO MAKE A TELEPHONE CALL

1. Be sure to have the right number.
2. Tell at once who you are.
3. Give your message briefly.
4. Keep your lips about an inch from the mouth-piece.
5. Speak each word clearly.
6. Speak as though you were right before the person. Do not shout.
7. Say good-by as soon as you have finished.
8. Be courteous at all times.

## *Telephone Practice*

1. Choose six pupils. Divide them into pairs. Ask each pair to carry on an imaginary telephone conversation. One pair may act the parts of a boy and an older citizen. Another may act the parts of a girl and someone at the museum. Another pair may act out a conversation between a child and the librarian.

The class may judge how well each pair followed the rules on page 221.

2. Bring several telephone directories to school. Practice finding names in the long alphabetical list of names in the directory. Your teacher will call the name of someone who has a telephone. The pupils who hold the directories will see who can find the name first and tell the number.

## *Speech Practice*

1. Pronounce these words correctly:

li'brary (not "liberry")

his'to-ry (not "histry")

per-mis'sion (not "pum-mission")

chil'dren (not "childern")

2. Say each word distinctly. Watch the underlined letters.

tel'e-phone

yes'ter-day

sur-prise'

di-rec'to-ry

Sat-ur-day

chim'ne



## SKILL IN USING BOOKS

1. Here is a list of topics about early days. In which volume of an encyclopedia would you look for them? Name the topics in alphabetical order.

Pioneer	Prairie schooner	Pilgrims
Pennsylvania	Portland	Plymouth

2. On a history shelf in the library, the books will be placed in alphabetical order by the authors' last names. You may find histories by these authors:

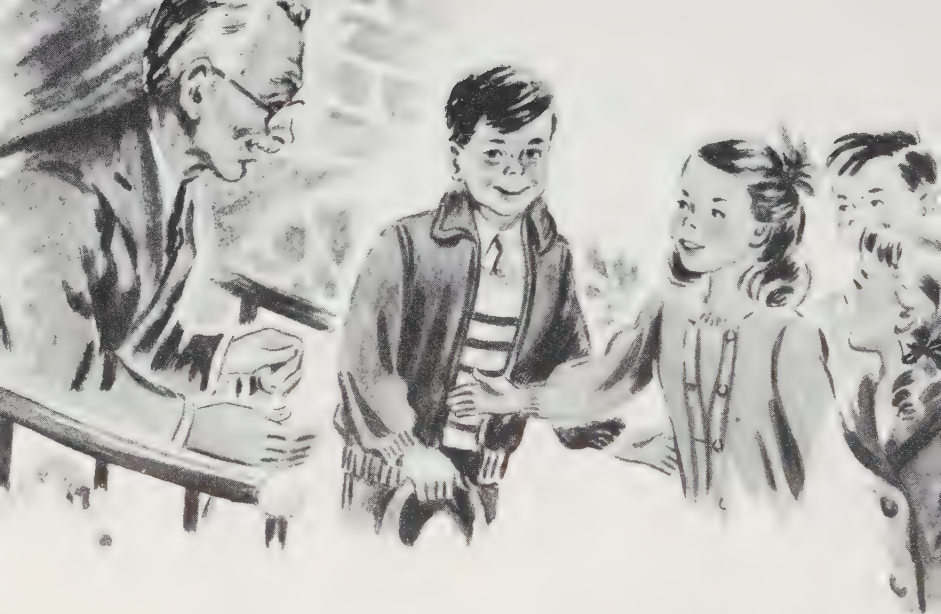
Pratt, Mara L.	Bailey, Carolyn S.
Nolen, Eleanor	Horn, Madeline
Tappan, Eva March	Orton, Helen F.

To show the order in which these books will be placed, read the names in alphabetical order.

3. At the back of this language book is an index. It is a list of topics that the book tells about. The list is in alphabetical order. Find these topics in the index and tell on what pages you will find something about them:

Encyclopedia	Library	Letters
--------------	---------	---------

When you look for a topic in a history, see whether the book has an index. Use the index to help you find the topic.



## MAKING AN INTRODUCTION

When Barnard and his committee went to see Mr. Long, he introduced himself and his committee members. This is what he said:

“Good afternoon, Mr. Long. I am Barnard Hill. These are members of my committee, Jane Day, Lucy White, and Bill Thomas.”

Mr. Long said, “Good afternoon, children. I am very glad to meet you.”

Each child said, “Good afternoon, Mr. Long.”

I. Do you think Barnard and his committee said the right things?

Can you think of a better way to make introductions? Help your committee to decide what to say.

II. Choose four children to be the committee. Then choose someone to take the part of the person they are calling on. Ask the chairman of the committee to make the introductions.

Listen carefully. See whether each person says what you think is right. If you have good suggestions to make, give them politely.

III. When you have decided what is right, ask your committee to practice before the class.

IV. Talk over other questions to help your committee. Here are some: What questions should they ask? How long should they stay? Who should express the committee's thanks before they leave?

Have a good discussion. Then check it by asking the questions on page 24.

### *Review Practice*

Each sentence below has a quotation in it. Read the sentence. Decide the part that is a quotation. Then write the sentence and put in quotation marks.

1. Wake up, Nate! called Sam.
2. May I get some chips? asked Nate.
3. Teacher's pet! whispered Benjamin.



## REVIEWING *IS* AND *ARE*

Barnard said,

*"These are members of my committee."*

He remembered to use *are* when he was speaking of more than one person. Do you always remember to do the same thing?

Use *is*, *isn't*, *was*, and *wasn't* when you speak of one person or thing. Use *are*, *aren't*, *were*, and *weren't* when you speak of more than one. (Remember to use *isn't* and *aren't* instead of "ain't.")

Test yourself by taking these practice exercises:

1. Read each sentence. Put in *is* or *are*.
  1.   ?   *this* the children's room?
  2. *Those*   ?   the history shelves.
  3. *Jane and Bob*   ?   writing a book list.
2. Read each sentence. Put in *was* or *were*.
  1. The pioneers   ?   brave people.
  2.   ?   the Indians very troublesome?
  3. Each child   ?   expected to work hard.

3. In each sentence put *isn't* or *aren't*:

1.   ?   Nancy ready to report?
2. Those two words   ?   spelled right.
3.   ?   Bob and Joe at the library?

4. In each sentence put *wasn't* or *weren't*:

1. That   ?   my topic.
2.   ?   those Indian drums interesting?
3. These Indians   ?   friendly to the settlers.

## PLANNING A REPORT

When the members of a committee have found the answers to their questions, the chairman should call a meeting to talk over all the facts that they have found. Then the committee should plan its report. Remember that the first thing to do is to make an outline of the main topics, like this:

### How Settlers Traveled to Our State

- I. By covered wagon
- II. By flatboat
- III. By stagecoach

Decide whether one person will give the whole report, or whether each member of the committee will give one topic of the report.



## HOW TO MAKE A REPORT INTERESTING

What can you do to make your report more interesting to your audience? Here are some suggestions:

1. Show pictures. If you are reporting about early ways of travel, draw or find pictures that will show how the covered wagon train, the flatboat, and the stagecoach looked. Under each picture print a title. Then write a sentence or short paragraph that tells something interesting about the picture.

2. Make models. If you are to report about early homes, some members of the committee might make models of a half-faced camp, a log cabin, a dugout, and other kinds of early houses.

3. Draw an outline map of your state. Put in rivers and mountains. Draw the trails that early explorers followed. Show where the first towns were built.

4. Give your report in the form of a play. Make up different scenes about your topic. Have interesting dialogue for each scene.





## *Practice in Making an Outline*

Read this report. Think of the main topics of each paragraph. Then make an outline of it.

### EARLY HOMES OF THE PIONEERS

The first home was a half-faced camp. The frame was made of poles, and branches were laid over the top and sides to keep out rain. The front was open. The father kept a fire burning all night to keep wild animals away.

In a few days the father started to build a log cabin. First he cut down trees to make logs. There were no nails. So, deep notches were cut near the ends of each log. Then the logs were laid together with the notches fitted into each other. The mother and children filled in the chinks with mud.

The furniture was made by the father. For a bed he drove four posts into the earth floor. Then he laid four poles through notches on the posts. From pole to pole he stretched ropes to hold the bedding. A thick layer of leaves was used for a mattress. The chairs and table were made of logs, too. The only rugs were animal skins.

Check your outline by the model on page 130.

## WRITING A LEGEND

If many girls and boys have found relics of the early days, would you like to have an exhibit?

Study the picture below. It may help you plan your exhibit. Before each article is a card with a *legend* that describes the article.

Here is a legend that John wrote for his article.

This is my great-grandmother's copper tea-kettle. She brought it to Nebraska from Connecticut in 1860. Her grandparents had brought it from England in 1792.

John Baxter

John's legend is a paragraph. Did he indent the first line? Does each sentence make sense? What rules for capital letters did John follow? Where did he use an apostrophe?

If you write a legend for a relic you have brought, use John's legend for a model.



## Practice with Paragraphs

1. Nancy wrote this legend. She joined all her sentences with *and's*. Write her legend correctly.

This doll belonged to my great-great-grandmother and she played with it in 1819 and that was the year she came to this state and her brother made it from wood

2. John wrote this legend. He did not keep his sentences apart. Write his legend correctly.

This is a warming pan bedrooms were not heated in the early days the warming pan was filled with hot coals then it was put between the bedclothes to warm the bed

3. Ralph cut some of his sentences in two. Read his legend. Then write it correctly.

This candle mold was used in New York. In the early days. The mother of the family hung a string in each tube. Then she poured hot wax. Into the tube.



## Review Practice

1. Some of these groups of words are sentences. Some are not sentences. Write the sentences correctly.

1. the children had little time to play
2. the boys enjoyed tops and marbles
3. a homemade ball of knitted yarn
4. not many indoor toys
5. have you ever seen a colonial doll
6. dolls made of wood or rags

2. Write the following sentences. Use capital letters where they should be used.

1. our class went to visit deerfield museum.
2. at the gordon library i found some fine indian pictures.
3. the oldest town in georgia is savannah.
4. the pilgrims landed in december, 1620.
5. did your committee visit mr james c marsh?

3. One word in each sentence needs an apostrophe. Write the word and put in the apostrophe.

1. Nates brother awoke him.
2. What was Marthas school called?
3. The school was in the widows home.
4. The master put a whispering stick in Ben-jamins mouth.

## Practice with Words

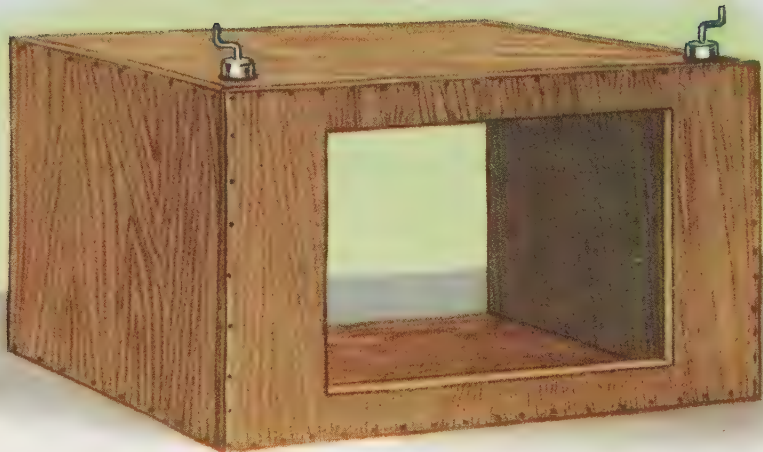
1. Read each sentence aloud. Put in the right word.

1. (Don't, Doesn't) our exhibit look fine?
2. Sam and (me, I) arranged it.
3. Has Tom (wrote, written) his legend?
4. Yes, he gave it to Mary and (I, me).
5. Joe (drew, drawed) the pictures for our film.
6. They are the best he has ever (drew, drawn).
7. We haven't (any, no) map of our state.
8. Miss Arnold said you (may, can) borrow one from Miss Dent.
9. Didn't Ruth draw her map (good, well)?
10. The settlers raised the food they (ate, et).

2. Read each sentence aloud and leave out the unnecessary word:

1. Baby Charlotte she helped too.
2. The Indians they came to the Thanksgiving feast.
3. No one has got his report ready.
4. Have you got an Indian costume?

3. Use each of these words in a sentence: *saw, seen, come, came, went, gone, brought*. Give your sentences aloud. Ask the class whether you used the words correctly.



## PLANNING A MOTION PICTURE

When all of the committees have given their reports, talk over the most interesting things you have heard or seen. Mention some of the many things you have and do today that would seem very strange to the boys and girls of the early years in your community.

Would you like to have some way of showing the progress that has been made in your community? How would you like to give a motion picture?

I. The picture at the top of this page shows a motion-picture machine that boys and girls made. Study the picture. Discuss how it was made.

II. What films can you show to tell the different stories of progress in your community or your state? Here are some suggestions:

1. *The story of homes in your state.* Show each kind of house, from the earliest dugout or half-faced



camp up to the newest kind of house in your community or state.

2. *Ways of travel in your community.* Show the earliest kinds to the airplane of today.

3. *Progress in ways of working.* Show early ways of threshing and grinding grain, early ways of weaving cloth, and early mills. Then show farm machines of today, and great mills for grinding grain and making cloth.

4. *Progress in schools.*

5. *Changes in styles of dress.*

6. *Changes in games and amusements.*

List the stories of progress you want to show.

III. Divide the class into committees. Each committee will make the pictures for one story of progress.

Each picture should be made on a large sheet of drawing paper with a good title printed under it. Then the sheets should be pasted together, end to end.

The members of a committee who did not draw pictures should plan short talks that describe what each picture on their film shows. All the talks for one strip should make a story of one kind of progress.





HOW WELL  
DO YOU REMEMBER?



If you make a mistake in a test, take the practice on page 237 with the same number.

Cover page 237 while you take these tests.

TEST I. Write this book list. Use capital letters and periods correctly.

*polly patchwork*, by rachel l field

*we go exploring*, by mary lichliter

*a little girl of long ago*, by eliza o white

TEST II. Write each sentence and put in the right word:

*teach or learn*

1. Did you \_\_\_?\_\_\_ how to make a movie?
2. I can \_\_\_?\_\_\_ you how to make the film.

*taught or learned*

3. The colonial children \_\_\_?\_\_\_ to sit very still in church.
4. The father \_\_\_?\_\_\_ each boy to hunt.

TEST III. Write each sentence and put in the right word:

1. Many pioneer children had (no, know) toys.
2. Do you (know, no) any games they played?
3. Please (right, write) a legend for your Indian relic.
4. Be sure to spell each word (write, right).

## IF YOU NEED HELP

PRACTICE I. A. Turn to page 84. Read the rule in the box. Turn to page 30 and read rule 1. What did you review about using capital letters?

B. On page 214, study the book list. See where capital letters are used in the titles of the books and in the authors' names.

C. In your class library, find three books that you would like to read. Make a list of their titles and authors.

PRACTICE II. A. Turn to page 208. Read about *teach* and *learn*, *taught* and *learned*.

B. Write a question. Use *teach* in it.

C. Write a statement. Use *taught* in it.

PRACTICE III. A. Turn to page 218. Read about *no* and *know*. Then read about *right* and *write*.

B. In each of these sentences there is a word that is spelled wrong. Write the sentences and spell these words correctly.

1. Do you no how to use an index?
2. There is know index in this book.
3. I no where the Children's Room is.
4. It is on the write side of the hall.
5. Will you right your mother an invitation to our movie?



# Unit Eight

## GIVING A PUPPET SHOW



### READING AN OLD TALE

Here is an old tale that all children enjoy. It is so well liked that it has been made into an opera, or a play in which the actors sing their parts.

Read the story and enjoy it.

### HANSEL AND GRETEL

At the edge of a great forest lived a poor broom-maker and his wife. They had two children, Hansel and Gretel. When the father and mother were both away at work, the children were at home alone. But they did not play. Hansel had to make brooms, and Gretel had to knit stockings.

One day the two children grew tired of working.

"I'm hungry," said Hansel. "I wish Mother would come home."

"I'll tell you a secret," said Gretel. "There is fresh milk in the blue jug. A neighbor brought it



this morning. When Mother comes back home, maybe she will make us a pudding.”

Hansel stuck his fingers into the jug. “Oh, oh!” he cried. “How thick the cream is! I would like to drink it all!”

“Hansel!” cried Gretel. “Take out your fingers, greedy boy, and get back to work.”

“Work?” said Hansel. “I am too happy thinking about the pudding.” He began to sing a jolly song and danced round and round the table. Gretel, too, joined in the dance. Faster and faster they went, laughing and singing, until both tumbled over one another on the floor.

Just then their mother opened the door.

“What is all this noise about?” she cried.

“It was Hansel’s fault,” said Gretel.

“It was Gretel’s fault,” said Hansel.

“Why aren’t you working?” asked their mother. “Let me see what you have done.

“What! Your stocking not finished, Gretel? You have no broom to show, Hansel? Here, I’ll get my stick and teach you a lesson!”

She reached for her stick, but upset the jug of milk. That *did* make her angry.

“Oh, oh! There goes my fine blue jug, all in pieces! And all the milk gone, too. Now I have nothing for supper.

“Here! Take this basket, you two!” she added. “Get yourselves off to the woods and gather berries.



Don't come home until your basket is full." So away the children went, glad to get out of the house.

Far, far into the forest they wandered. Hansel found some fine red berries, and they picked and picked until they had filled their basket. By that time they were tired and sat down to rest.

Gretel picked up a fine red berry and popped it into Hansel's mouth.

"My, that's good," he cried. "Here's one for you."

"And another for you!"

"And another for you!"

And so it went on until the basket was empty.

"Oh, Hansel!" said Gretel. "What will Mother say?"

Both children jumped up and began to search for berries. But the dark came on, and they had found none. Besides, it was too dark to find the path homeward.

The frightened children clung to each other, trembling at every sound they heard in the deep, dark forest. But soon the little gray Sandman came and sprinkled sand in their eyes. When their eyelids





began to droop, they knelt down and said their prayer:

“When at night I go to sleep,  
Fourteen angels watch do keep.”

And sure enough, by the time Hansel and Gretel were asleep, fourteen angels came down from Heaven on a golden stairway. They made a ring around the sleeping children and watched them through the night.

In the morning the Dew Fairy came to wake the sleeping children, shaking drops from a bluebell on them.

They both sat up with a start.

"I had a dream," said Gretel. "In my dream I saw a ring of angels around us, and I felt safe from harm."

When the children stood up, they saw a little house near by. But what a strange house it was! It was made of plum cake, with a roof of raisin cake, and windows of sugar.

"Oh, oh! Is that a magic house?" said Gretel. "It was not there last night."

"Let's go inside," said Hansel, "and see what it is."

"It looks good to eat," said Gretel. "Let's take a nibble."

So they broke off pieces of the roof and began to taste it.

Then they heard a strange voice saying,

"Nibble, nibble, mousekin.

Who's nibbling at my housekin?"

"Did you hear that?" whispered Hansel, dropping his cake.

Then the door of the house opened, and an old witch crept out. But the children were too busy to notice her. So she slipped up behind them and threw a rope around Hansel.

"Let me go!" he shouted.

"Come into my house," she said. "I will give you cake and sweetmeats, all you can eat."

But Hansel wriggled out of the rope, and both children started to run. Then the witch lifted her magic wand and said, "Hocus, pocus, witch's charm!" Both children stood still, for they could not move hand or foot.

The witch locked Hansel in a cage. "I will make you eat and eat until you get fat," she said, and she gave him a basket of food.

Next she took Gretel into the house. "Here, my dear, lay the table for me. Make everything nice, for I shall have a good dinner today." Then she flew away on her broomstick, and deep darkness fell over the forest.

When the witch came back, she went to Hansel's cage. "My boy, put out your thumb," she said.

But Hansel was a clever boy. Instead of his thumb, he held out a little bone. Since the witch's eyes were poor, she didn't know the difference. She felt of the bone and said, "Oh, but you are a lean one. Bring me more food, Gretel, for Hansel must eat and eat."

While the witch was feeding him, Gretel found the bush from which the witch had got her wand. She broke off a branch and held it behind her.

"Come, Gretel," sang the witch. "Peep into the oven and see if the gingerbread is done."

Gretel said, "I don't know how."

"Just stand on your toes, and stick your head into the oven," the witch explained.

“But I still don’t know how,” said Gretel. “You’ll have to show me.”

So the old witch bent over and stuck her head into the oven. Then Gretel quickly waved her wand and said, “Hocus, pocus, elderbush!” The door of Hansel’s cage flew open, and out he ran. Together the two children gave the witch a great push, and into the oven she tumbled.

Hansel and Gretel hugged each other, and danced and shouted for joy. At that moment they heard a glad cry. And there were their father and mother, running to them through the trees. The children flew into their arms, and they all laughed and cried together.





I. Did you enjoy reading the story? Tell what you like about it. Read aloud the part you like best.

II. You must have read "Hansel and Gretel" before this, or have had it read to you many times. For many, many years before you were born, boys and girls have enjoyed reading or listening to it. This proves that it is one of our very fine old tales, and that it is likely to live forever.

One way to enjoy an old tale is to make a play of it. Have you ever had the fun of making a *puppet play*? In giving such a play, you make the puppets do the acting instead of doing it yourselves. Puppets are somewhat like small dolls, and you move them about with your fingers. This unit will help you to give a puppet play.

## PLANNING A PUPPET PLAY

There are different kinds of work to do in giving a puppet play. Here are the different kinds:

Choosing the story

Making the puppets

Making the theater

Planning the dialogue

Giving the play

Choose a committee for each kind of work to be done. If you have not given a puppet play before, the whole class should help each committee plan its work.



## CHOOSING A GOOD STORY

If you do not care to play "Hansel and Gretel," choose another old tale that you know well. It should be short, with not many characters. You may like one with funny characters and funny happenings, for it is easy to make the puppets look and act funny.

Here are the titles of some good stories for puppet plays: "Cinderella," "The Elves and the Shoemaker," "Little Red Ridinghood," "Rumpelstiltskin," "The Three Little Pigs," "Snow White and the Seven Dwarfs."

The committee should list the favorite stories of the class. Then they should choose three or four and have the class vote on them.

## GETTING HELP FROM BOOKS

Find out whether your public library has some easy books about puppets and puppet plays. Here are the titles and authors of four books that will help you:

*The Beginner's Puppet Book*, by Alice M. Hoben

*Puppet Shows*, by Maude Owens Walters

*Penny Puppets, Penny Theater, and Penny Plays*, by  
M. Jagendorf

*The Book of Puppets*, by Martha P. Munger and  
Annie L. Elder

## PLANNING THE DIALOGUE

When the class has voted on a story, have it read aloud. Divide it into scenes and list them on the blackboard, like this:

Scene I. Hansel and Gretel at home

Scene II. Gathering berries

Scene III. At the witch's house

Talk over what the characters should say in each scene. The dialogue committee should keep in mind the best suggestions made by the class. Then they should write the dialogue.

### *Speech Practice*

Read these short dialogues aloud. Ask the class to tell you whether you use the right voice and show the feeling that the words express.

1. *Red Ridinghood*. Oh, Grandmamma! What big arms you have!

*Wolf*. All the better to hug you with, my dear.

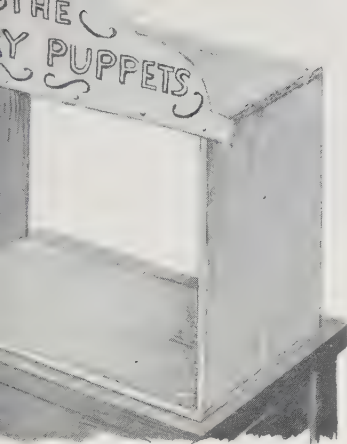
- Red Ridinghood*. Oh, Grandmamma! What big ears you have!

*Wolf*. All the better to hear you with, my dear.

2. *Wolf*. Little pig, little pig, let me in!

*Pig*. No, I *won't* let you in by the hair of my chinny-chin chin!

*Wolf*. Then I'll huff, and I'll puff, till I blow your house in.



## MAKING THE THEATER

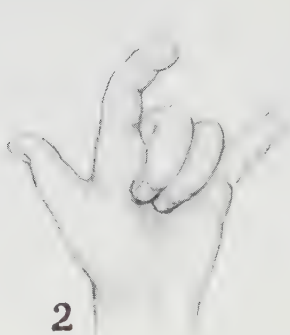
On this page are two pictures of a puppet theater. Study the left-hand picture. How was the box prepared? Then study the picture at the right. What was done to make the box look like a real theater?

When you have discussed how the theater was made, make a set of directions for your committee. Here is the way to begin:

### How to Build a Puppet Theater

1. Get a large wooden box.
2. Remove the bottom from the box.
3. Lay the box on its side.

What other directions will you add? Each direction should be a short, clear sentence. What kind of sentence will it be? Write your directions on the blackboard.



## MAKING THE PUPPETS

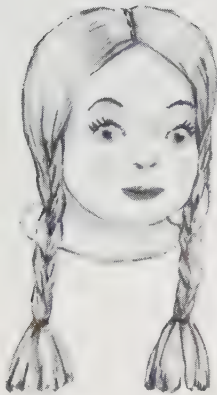
Look at the three pictures at the top of this page. They give you the secret of hand puppets, or fist puppets, as they are sometimes called.

Put your hand and fingers in the position of the hand at the left. The first finger must hold the puppet's head. Bend your first finger forward and back. Do you see how you could make the puppet nod or bow his head?

The thumb and little finger must move the puppet's arms. Move your thumb and little finger to show how to make the puppet fold his arms; to put one arm forward; to put one hand up to his head.

Since all the movements are made by your hand and fingers, you can see that the puppet and his clothing must be made to fit over your hand.

Study the pictures on page 251. They show the steps in making a hand puppet. Ask your teacher or your art teacher to help you with the making of the puppets.



The head is made from papier-mâché. It is hollow, so that the first finger can be slipped into the neck.



The dress or coat is somewhat like a bag or a glove. It fits over the hand of the operator.



The puppet's hands are sewed on the sleeves of the dress or coat. They must have an opening that is big enough to let the thumb and finger through.



For a man or boy, pants and feet are sewed on at the waist line. They must hide the wrist of the operator.



Robin Hood



Cinderella



Snow White



Alice



Rumpelstiltskin

Here are puppets that were made by boys and girls to take the part of some well-known story characters.



## HANDLING THE PUPPETS

The puppet theater must be placed on a table. The actors sit or stand behind the theater. They should not be seen by the audience.

Each actor speaks the lines of one character, and at the same time he makes the puppet act as though it was speaking.

Here are some pictures that show how a puppet may show the feeling in the words it speaks. Notice the movement of the hands.



Give it to me.



Go away!



What shall I do?

The actors should practice at first without a back curtain, so that they can see how to make the puppets move and act. Then they should practice with the back curtain between them and the puppets.

The class should watch and tell the operators how the dialogue and the acting may be improved.

## INVITING GUESTS

Younger children enjoy puppet shows more than any other kind of play. When you can give your play well, invite a class of younger children to see it.

Plan an invitation to send to the other class. You might write one somewhat like this one.

Dear First Grade,

You are invited to come to our puppet show. It will be in Room 201 on Friday afternoon at two o'clock. We shall be glad to have you see it.

Yours truly,  
Miss Young's Class



# Unit Nine

## A REVIEW UNIT



### CIRCUS

The brass band blares,  
The naphtha flares,  
The sawdust smells,  
Showmen ring bells,  
And oh! right into the circus ring  
Comes such a lovely thing,  
A milk-white pony with flying tress,  
And a beautiful lady,  
A beautiful lady,  
*A beautiful lady in a pink dress!*

The red-and-white clown  
For joy tumbles down.  
Like a pink rose  
Round she goes  
On her tiptoes  
With the pony under —  
And then, oh, wonder!  
The pony his milk-white tresses droops,  
And the beautiful lady,  
The *beautiful* lady,  
Flies like a bird through the paper hoops!  
The red-and-white clown for joy falls dead,  
Then he waggles his feet and stands on his head,  
And the little boys on the twopenny seats  
Scream with laughter and suck their sweets.

ELEANOR FARJEON

## FINDING MOTION-PICTURE WORDS

1. Does this poem help you see and feel the fun of a circus? Find words that tell *how* the lady *looked*; the clown; the pony.
2. Which words tell *what* the lady *did*? what the clown did? what the pony did? What other action words do you find?
3. Think of something you have seen at a circus, a zoo, or a farm. Use picture and action words to describe this scene to your classmates.

## USING READING SIGNALS

Capital letters and punctuation marks are reading signals. They tell readers when to start and when to stop. They help us read stories and letters, as well as poems, correctly.

As you read "The Circus," what signals helped to make your reading easy?

## USING CAPITAL LETTERS

### Capital letters in sentences

A capital letter is a signal that shows where a sentence begins. Among the rules on page 30, find other uses of capital letters.

1. Use capitals correctly in these sentences:

1. last christmas i visited a circus in florida.
2. it was uncle john who took me.
3. the circus is at glenwood park.
4. there will be no show on sunday.
5. perhaps mrs. jones will take us on monday.

2. Answer these questions with complete sentences.  
Use all the capital letters that are needed.

1. In what month does the circus come?
2. Where will the circus be held?
3. Who will take you to the circus?
4. On what day will you go?
5. Where does a circus spend the winter?

## Capital letters in letters

1. Copy this letter. Fill in the blanks correctly.

\_\_\_\_\_  
(street address)

\_\_\_\_\_  
(town, state)

\_\_\_\_\_  
(date, year)

Dear \_\_\_\_\_,

Mother is taking me to the circus on \_\_\_\_\_.  
(day)

She invites you to visit us next \_\_\_\_\_ night.  
(day)

If you come, we will get up early and see the  
circus unload. Mother hopes you can stay  
until the end of \_\_\_\_\_. You may bring  
(month)

\_\_\_\_\_ with you.  
(sister)

\_\_\_\_\_,  
(closing)

\_\_\_\_\_  
(your name)

2. Draw an envelope and address it to the friend you wrote above. Put your return address on the left-hand corner.

3. Check your letter and envelope by the models on pages 81–82.

## Capital letters in titles

Write this list of animal stories correctly:

at the zoo with tommy

on grandmother's farm

circus days and ways

toby, the clown



## USING YOUR PUNCTUATION KIT

In your punctuation kit you have periods (.), question marks (?), and exclamation points (!). You have the comma (,), the apostrophe ('), and quotation marks (" ").

If you use these sentence signals correctly, your stories and reports will be easy to read.

### Ending sentences

1. Sentences tell or ask or give commands. The signals you use at the ends of your sentences let your readers know what your sentences do.

End each of these sentences correctly:

1. Will a hippopotamus eat hay
2. Water the animals now
3. That lion is hungry
4. Here comes his keeper now
5. May I ride the pony
6. Where shall we meet after the circus
7. Come home with me for supper
8. Mother will have something good

### Using periods

On page 31 find rules for using the period.

1. Write the abbreviations of the days of the week.
2. Supply the missing periods in these sentences:
  1. We boys and girls had a pet circus
  2. Mr A M Smith let us hold it in his barn
  3. Dr Brown treated us all to ice cream

## Using apostrophes

On pages 31 and 126, find rules for using the apostrophe.

1. Change the underlined words to contractions:
  1. I do not like to hear lions roar.
  2. The lions are not really hungry.
  3. Ted has not heard the lions roar.
  4. We have not heard them lately.
2. Copy these sentences. Use apostrophes correctly.
  1. The lions mouth is large.
  2. How long is the elephants trunk?

## Using quotation marks

On page 164, review the use of quotation marks before you copy this conversation:

The circus is coming, I said to Joe.

Yes, it will be here Friday, Joe answered.

Shall we go together? I asked.

Fine, said Joe.

## Using commas

On page 31, review the uses of the comma. Then answer these questions with complete sentences:

1. When were you born?
2. Where were you born?
3. In what county and state do you live?
4. How do you write a greeting for a note?
5. How do you write a closing for the same note?

## DO YOUR SENTENCES MAKE SENSE?

When you write pieces or parts of sentences, your reader cannot tell what you mean to say. A sentence tells a complete thought.

1. Some of the groups of words below are sentences and some are not. Write each sentence. Begin and end it correctly.

1. the man on the trapeze
2. did you see his hand slip
3. is swinging high in the air
4. the men with the net will catch him
5. flying through the air
6. i always hold my breath
7. must be great fun

Find each sentence part and make it into a complete sentence.

2. Now see how quickly you can work this puzzle.

Each jumbled group of words will make a good sentence if you put the words in the right order. Make a sentence of each group and write it. Be sure to use the right sentence signals.

1. clown hair the has red bright
2. looks funny how he
3. did where feather hat you the on your get
4. fall don't down clown mr
5. break you crown your may
6. a tease what are you

## PARAGRAPH PUZZLES

A good paragraph is a group of separate sentences that tell about one thing or topic.

### Breaking the "and" habit

Read the paragraph below. Decide where each sentence should begin and end. Write the paragraph and leave out useless "and's." Use sentence signals. Indent the first line.

The elephant is a queer animal and it has a long trunk, or nose. It uses its trunk to pick up food and water and it is a very powerful animal that can lift heavy loads and it is afraid of a little mouse.

### Sticking to the topic

Copy this paragraph. Leave out the sentence that does not stick to the topic.

Seals can be taught to do all kinds of tricks. It is fun to see them balance balls on their noses. Dogs do interesting tricks, too. If you watch, you will see the seal trainer throw fish to his seals after each trick.

### Writing your own paragraph

Think of an animal you have seen at the circus, at a zoo, or on a farm. Write several sentences about this animal. Use different kinds of sentences. Begin them in different ways. Stick to your topic. Use sentence and paragraph signals. Think of a good title.

## PUTTING WORDS IN ORDER

When words or titles are in alphabetical order, you can find them easily.

1. Write the letters of the alphabet in order, both as small and as capital letters.

2. Write these names of animals in alphabetical order:

camel	lion	seal
zebra	tiger	donkey
elephant	leopard	whale

## USING THE DICTIONARY

The dictionary is a storehouse of words in alphabetical order. (See pages 42-43, 56, 61.) You can learn a great many interesting things about words in your dictionary.

### Pronouncing helps

Find these words in your dictionary. See how each one is divided and where the accent mark is placed. Then say it correctly.

parade	trapeze	ladder
acrobat	calliope	hippopotamus

### Finding meanings

If you do not know the meaning of these words, find them in your dictionary:

gallop	tumblers	blares
ringmaster	bareback	chariot

## CHOOSING THE RIGHT WORD

Do you have trouble choosing the right word when you speak and write sentences? Use the index of this book for help on how to use these troublesome pairs.

Read each sentence aloud. Choose between the two words in parentheses.

### ***Come and came; run and ran***

1. The circus (came, come) to town yesterday.
2. A big dog (ran, run) after the elephant.
3. Half the circus (came, come) before noon.
4. My dog was frightened and (run, ran) away.
5. Did the circus (come, came) on the train?
6. Has your dog ever (ran, run) away?
7. We (come, came) home yesterday.
8. Tom's dog had not (ran, run) away.

### ***Saw and seen; did and done***

1. We (saw, seen) four funny clowns.
2. I can do the tricks the clowns (did, done).
3. I had (saw, seen) those tricks before.
4. Have you ever (done, did) any of them?
5. After I had (did, done) my chores, I read.
6. We (seen, saw) one clown turn somersaults.
7. Three of the boys (done, did) the same tricks.
8. I wish you could have (seen, saw) him.

### ***Wrote and written***

1. Have you (wrote, written) a circus story?
2. May has (wrote, written) a poem about a clown.



### ***Drew and drawn; knew and known***

1. I (drew, drawn) pictures of circus animals.
2. Tom has (drawn, drawn) a giraffe and a camel.
3. Have the girls (drew, drawn) their pictures?
4. Ann (drew, drawn) her pictures at home.
5. I (knew, knowed) the monkey would run.
6. Mr. Thompson has (known, knowed) many wild animals.
7. Jack (knew, knowed) he would go to the circus.
8. I have (knowed, known) about tigers for years.

### ***Ate and eaten***

Answer these questions with complete sentences, using *ate* or *eaten*. Use the correct sentence signals.

1. What did the lions eat?
2. Has the monkey eaten the peanuts?
3. Had Mary eaten any of the peanuts?
4. Have the zebras eaten their dinner?
5. Have you eaten any circus candy?

### ***Went and gone***

Answer these questions with complete sentences. Use *went* or *gone* correctly.

1. Did your family go to the circus?
2. Have you ever gone to the circus alone?
3. Did you go to see the animals in their cages?
4. Have you gone to the circus every year?
5. Has Dave gone with you?

## WORDS USED FOR ONE ANOTHER

Some lazy people make one word do the work of another word. The following pairs of words are often incorrectly used for one another.

Read each sentence aloud. Keep the meaning of each word in mind as you make your choice.

### **Can and may**

*Can* means *able to*. *May* asks *permission*.

1. (Can, May) I have an ice-cream cone?
2. A camel (can, may) go without water for days.
3. A seal (can, may) swallow a fish in one gulp.
4. (May, Can) I throw a fish to the seal, Mr. Keeper?

### **Let and leave**

*Let* means *allow*. *Leave* means *go away*.

1. Please l\_\_? me go to the circus.
2. I shall l\_\_? when you do.
3. Will your mother l\_\_? you go with us?
4. We will l\_\_? right after lunch.

### **Good and well**

*Good* describes something. *Well* tells how an action is done.

1. That lady rides \_\_?.
2. That was a \_\_? trick.
3. The dog dances \_\_?.
4. The ice cream was \_\_?.

## Those and them

*Those* points out. Use it before names of persons or things.

1. Th\_\_?\_\_ tigers are hungry.
2. Give the elephant th\_\_?\_\_ peanuts.
3. Listen to th\_\_?\_\_ lions roar.
4. Th\_\_?\_\_ men are feeding th\_\_?\_\_ now.

## Teach and learn

You *learn* your lesson, but someone or something *teaches* you.

1. Make up a sentence about a cat. Use *teach*.  
Use the right sentence signals.
2. Make up a sentence about Tom. Use *learn*.
3. Make up a sentence about a monkey. Use *teach*.
4. Make up a sentence about Mary. Use *teach* or *learn*.

## Any and no

Contractions like *isn't* and *hasn't* mean *is not* and *has not*. Use *any* with contractions ending in *n't*.

Read these sentences aloud. Fill each blank with *any* or *no*.

1. Isn't there \_\_?\_\_ pop at the stand?
2. Tom hasn't \_\_?\_\_ seat.
3. I have \_\_?\_\_ ticket.
4. Aren't there \_\_?\_\_ seats for us?
5. There is \_\_?\_\_ parade.

## ONE OR MORE THAN ONE?

In choosing between some pairs of words, you must decide whether the sentence tells about one thing or two. If it tells about one thing, you usually say *is* or *was* and *isn't* or *wasn't*. If it tells about two things, you usually say *are* or *were* and *aren't* or *weren't*.

### ***Is or are; was or were***

1. The baby (was, were) following its mother.
2. Two colts (is, are) following their mothers.
3. Where (is, are) the parade going to start?
4. What (was, were) the monkeys doing?
5. The clowns (were, was) my favorites.
6. The lion (is, are) very hungry, isn't he?
7. Why (was, were) the tents taken down?

### ***Isn't or aren't; was or weren't***

1. That lion (isn't, aren't) dangerous.
2. Those tigers (aren't, ain't) trained.
3. The elephant (wasn't, weren't) eating hay.
4. I hope it (ain't, isn't) sick.
5. That clown (wasn't, weren't) as funny as this one.
6. Some of the monkeys (isn't, aren't) very old.
7. (Wasn't, Weren't) Dick going with us?
8. We (wasn't, weren't) going home yet.

### ***Doesn't or don't***

1. We (don't, doesn't) like tigers.
2. Tom (doesn't, don't) like them either.
3. A clown (doesn't, don't) play mean tricks.

## WEEDING OUT BAD HABITS

Some boys and girls say "ain't" instead of *isn't* or *aren't*. Other children say "drawed" or "knowed." These and many others are not correct words. They are weeds that try to choke out good words.

These exercises will help you rid your speech of other troublesome words.

### Use *brought* instead of "brung."

Answer each of these questions with a complete sentence. Be sure to use the word *brought*.

1. Who brought you to the circus?
2. How did he bring you to the circus?
3. When did he bring you?
4. Did you bring peanuts for the elephants?

### Use *himself* instead of "hisself."

Read these sentences. Fill the blank correctly.

1. Jimmy enjoyed hi\_\_\_?\_\_\_ at the circus.
2. Dick saw hi\_\_\_?\_\_\_ in the funny mirror.
3. The clown laughed at hi\_\_\_?\_\_\_.
4. Ted found hi\_\_\_?\_\_\_ near the gate.

### Use *themselves* instead of "theirselves."

Read these sentences, using the right word:

1. The tumblers hurt th\_\_\_?\_\_\_.
2. People laughed at th\_\_\_?\_\_\_ in the funny mirror.
3. They told th\_\_\_?\_\_\_ it would rain.
4. The children were left to th\_\_\_?\_\_\_.

## MORE TRICKS WITH WORDS

Here are more tricks with words to keep in mind when you speak and write sentences.

### *I and me*

When you speak of doing something yourself, you use *I*. When you speak of something being done to you, you use *me*.

Read these sentences aloud, using the right word:

1. Tom and (I, me) are going to the circus.
2. Call Dick and (I, me) early, Mother.
3. May Joe and (I, me) go with Dick?
4. Mother is driving Dick and (I, me).

## TOO MANY WORDS

Using *have* instead of "have got"

Answer these questions with complete sentences:

1. Does an elephant have horns?
2. Does a camel have a hump?
3. Does a giraffe have a voice?
4. Does a seal have legs?

### Dropping *he*

Read each of these sentences aloud. Drop the unnecessary word.

1. The tiger he began to tear the meat.
2. Dick he is going with me to the circus.
3. The baby he is too small to go.
4. My father he is too busy to go.



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